

ENGLISH Step by Step

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Student's Book

1



mit App für Audios,
Videos und Stories



HELBLING Media App


Mit der **HELBLING Media App** hast du Zugriff auf alle Audios, Videos und *Stories* zu *ENGLISH Step by Step 1*.

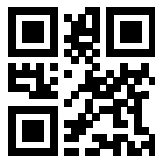
So einfach geht's:

1. App herunterladen

Lade dir die kostenlose HELBLING Media App im *Apple App Store* oder im *Google Play Store* auf ein Smartphone oder Tablet herunter.

2. Inhalte hinzufügen

Starte die HELBLING Media App und tippe auf . Scanne den QR-Code oder gib unter MANUELLE EINGABE den untenstehenden Code ein und bestätige die Eingabe. Die Inhalte werden der Media App hinzugefügt.



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3. Inhalte verwenden



Die Inhalte der HELBLING Media App sind im Buch mit diesen Symbolen gekennzeichnet. Starte die HELBLING Media App, tippe auf **ENGLISH Step by Step Student's Book 1** und wähle die gewünschten Inhalte über das Menü aus.

Die Media App Inhalte werden gestreamt. Wir empfehlen dir, eine WLAN-Verbindung zu nutzen.

ENGLISH Step by Step Student's Book 1

Mit Bescheid vom 16. Februar 2023, GZ: 2022-0.317.183, erklärt das Bundesministerium für Bildung, Wissenschaft und Forschung das Unterrichtsmittel *ENGLISH Step by Step Student's Book 1* in der vorliegenden Fassung gemäß § 14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBl. Nr. 472/86, und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 1. Klasse an Mittelschulen und allgemein bildenden höheren Schulen - Unterstufe im Unterrichtsgegenstand Englisch (Lehrplan 2023) geeignet.

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ENGLISH Step by Step

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Student's Book

1

So lernst du am besten mit ENGLISH Step by Step

Wer im Fußball oder Volleyball zu den Besten gehören will, muss regelmäßig trainieren. Wer regelmäßig und gern trainiert, lernt ständig dazu und verbessert seine Fähigkeiten. In der Musik ist es ähnlich: Um ein guter Musiker oder eine gute Musikerin zu werden, braucht es Können und Wissen.

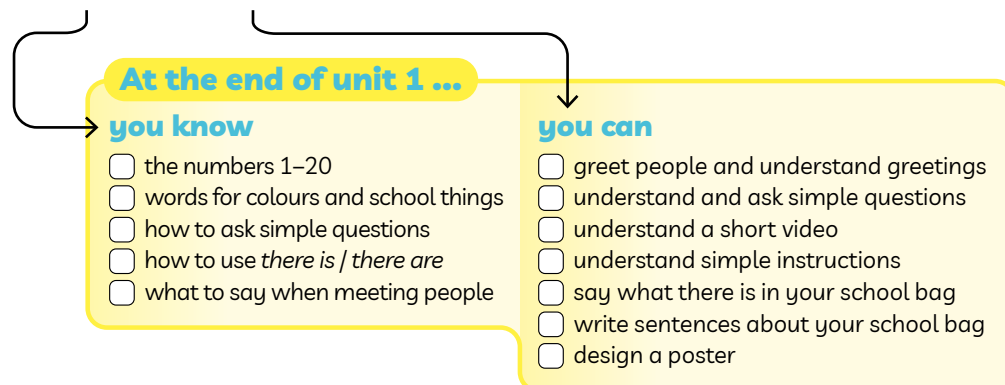
Können und **Wissen** entwickelst du auch beim Englischlernen. Du wirst zum Beispiel lernen, jemanden zu verstehen, wenn er oder sie dich auf Englisch fragt, was du gerne isst – das ist eine sprachliche Fähigkeit. Fähigkeiten nennt man beim Sprachenlernen auch **Kompetenzen**.

Mit **ENGLISH Step by Step 1** entwickelst du Kompetenzen in vier Bereichen:

1. Im **Hören** (*Listening*) – damit du zum Beispiel lernst, Lehrer/innen und Mitschüler/innen ebenso zu verstehen wie Tonaufnahmen und Videos.
2. Im **Sprechen** (*Speaking*) – damit du lernst, dich auf Englisch auszudrücken.
3. Im **Lesen** (*Reading*) – damit du zum Beispiel Mitteilungen und Geschichten verstehen lernst.
4. Im **Schreiben** (*Writing*) – damit du lernst, zum Beispiel E-Mails oder andere Texte zu schreiben.

Verschaffe dir jetzt am besten gleich einen Überblick darüber, was dich in **ENGLISH Step by Step 1** erwartet:

- Auf den Seiten 4–7 findest du das Inhaltsverzeichnis – dort siehst du die Themen der 12 Units in **ENGLISH Step by Step 1**.
- Am Beginn jeder Unit siehst du eine Liste jener Dinge, die du am Ende der jeweiligen Unit **wissen** und **können** wirst.



- **Now go back to page 8. Check with a partner what you know / can do.**






Am Ende jeder Unit findest du einen Hinweis darauf, dass du nun wieder zum Anfang der Unit gehen und die Ziele abhaken kannst, die du erreicht hast. Das machst du am besten mit einem Partner / einer Partnerin. Stellt euch dann gegenseitig Fragen nach den neuen Wörtern – in der Unit 1 sind das zum Beispiel die Zahlen von 1–20. Wenn du sie alle weißt, kannst du sie abhaken. So erhältst du einen guten Überblick über deinen Lernfortschritt.


- Die Wörter, die im Student's Book eingeführt werden, findest du alle – alphabetisch gereiht – in der *Wordlist* am Ende dieses Buches. Mithilfe dieser Liste kannst du schnell die Bedeutung neu vorgekommener Wörter nachschlagen.


- Wenn du durch das Student's Book blätterst, findest du mehrere Symbole, die dir Folgendes anzeigen:


Diese Inhalte können auch über die HELBLING Media App abgerufen werden.

1/2

-  Zu dieser Übung gibt es eine Audioaufnahme. (Erste Zahl: CD Nummer / Zweite Zahl: Tracknummer)
-  Zu dieser Übung gibt es ein Video.
-  Von diesem Text gibt es eine vereinfachte oder eine anspruchsvollere Version, die du lesen bzw. anhören kannst.
-  Mit dieser Übung trainierst du zusammenhängendes Sprechen.
-  Mit dieser Übung trainierst du dialogisches Sprechen.

 **CYBER Homework** Dazu gibt es eine Hausübung auf der HELBLING e-zone. (www.helbling-ezone.com)

 **WEB Project** Hier kannst du ein Projekt mithilfe der HELBLING e-zone durchführen.

 **p. 10** Dazu gibt es passende Übungen im Workbook (auf Seite 10).

Noch ein Tipp: Wortschatztraining! Am Ende jeder Unit im Workbook sind jene Wörter für dich zusammengefasst, die du dir merken sollst. Wer diese Wörter regelmäßig wiederholt, hat schon bald einen tollen Wortschatz!

Und noch etwas: Wiederhole wichtige Übungen aus dem Student's Book und Workbook mehrfach. Gehirnforscher/innen haben herausgefunden, dass regelmäßiges Üben der wirksamste Weg zur Steigerung deiner Kompetenzen ist!



Im **E-BOOK+** findest du noch mehr Übungen, mit denen du deine Kompetenzen trainieren kannst. So unterstützt dich dein E-BOOK+ optimal beim Englischlernen:



Alle Übungen aus dem Student's Book sind im E-BOOK+ bearbeitbar und werden **automatisch ausgewertet**.



Du kannst alle **Audios, Videos und Stories** direkt abspielen bzw. anschauen und lesen. Wenn du möchtest, kannst du Audios auch langsamer abspielen.



In der **interaktiven Wordlist** kannst du Wörter suchen, nachschlagen und anhören.



Der **integrierte Lernplaner** ist ein praktisches Tool, das dich z. B. bei der Vorbereitung auf Tests unterstützt. Du kannst Übungen aus dem Student's Book zum Lernen auswählen und einen Zieltermin im Kalender eintragen.



Dialogue karaoke: Hier trainierst du dialogisches Sprechen. Höre dir die Dialoge an und nimm dich selbst auf.



My personal learning track ▶

My personal learning track: Am Ende jeder Unit kannst du deinen Lernstand überprüfen und dich dann auf deinen individuellen Lernweg begeben. Mithilfe von zusätzlichen Übungspaketen, die auf deine individuellen Lernbedürfnisse abgestimmt sind, kannst du deine Kompetenzen gezielt trainieren und verbessern. Ein abschließender Test macht deinen Lernfortschritt sichtbar.

Noch ein Hinweis: Solltest du das E-BOOK+ zum **ENGLISH Step by Step 1 Student's Book** noch nicht haben, kann es auch nachträglich noch bestellt werden.

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Sounds right Word stress



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At the end of unit 1 ...

you know

- ☐ the numbers 1–20
- ☐ words for colours and school things
- ☐ how to ask simple questions
- ☐ how to use there is / there are
- ☐ what to say when meeting people

you can

- ☐ greet people and understand greetings
- ☐ understand and ask simple questions
- ☐ understand and show video
- ☐ understand and give instructions
- ☐ ask if there is / are in your school bag
- ☐ write sentences about your school bag
- ☐ design a

Vocabulary Numbers and colours

1/1



1 a Listen and say.



1/2



b Listen and say.

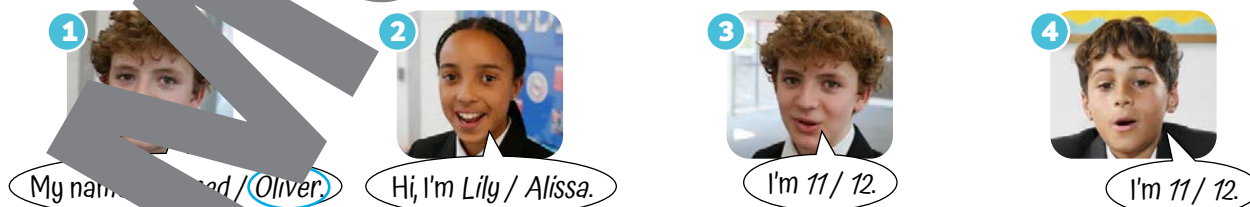


c Close your book. In pairs, remember. Say a number and the colour.



2 a Watch part 1 of the video.

b Read the photo to see page 9. Circle the correct answer.



3 Watch part 2 of the video. Complete the sentences with the words from the box.

7A 7B 7B 7C

- 1 Ahmed is in class
- 2 Alissa is in class

- 3 Lily is in class
- 4 Oliver is in class

The After School Club 1 Day one

1



Let's learn Introductions



4

In groups, say

Hi, I'm Barbara.



Hello, Barbara.
My name's ...



1 a Look at the pictures. Write *are*, *name* or *old*.

1 What's your

?



2 How

are you?



How

are you?

1/3



2 Listen and read.

LANGUAGE BOX

What's your name? My name's Paul.

How are you? I'm fine, thanks and you?

How old are you? I'm 13.

Look!

What's → What is

3 a Put the dialogue in the correct order.

- ☐ Boy I'm fine, too. What's your name?
- ☐ Boy I'm Harry.
- ☒ 1 Boy Hello, how are you?
- ☐ Boy I'm 12.
- ☐ Girl I'm fine, thanks and you?
- ☒ 8 Girl Me too. I'm 12 too. Happy birthday!
- ☐ Girl And how old are you, Harry?
- ☐ Girl My name's Anna. What's your name?



1/4



b Listen and check. Then act out the dialogue.



4 In pairs, ask and answer.

How are you?

What's your ...

How old ...



I'm fine, thanks.

A song

1/5+6



1 Listen and sing.

My name's ...



My name's Ahmed.
Hi – and look!
Here's my pencil,
here's my book.

Hi, I'm Oliver.
How are you?
Here's my pencil
and my ruler too.



My name's Lily.
Here's my chair.
It is brown
not like my hair.

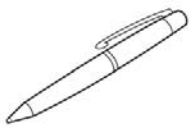


I'm Alissa
and I'm great.
Here's my school bag
and I'm late. Bye ...

It's the After School Club.
Come and meet the friends.
It's the After School Club.
Come and meet the friends.

It's the After School Club.
Come and meet the friends.
It's the After School Club.
Come and meet the friends. (x2)

2 a Look at the school things. Tick the ones in the song.



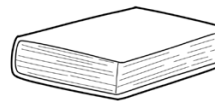
pen ☐



pencil ☐



pencil case ☐



book ☐

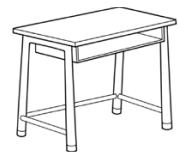


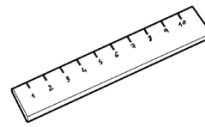
table ☐



chair ☐



rubber ☐



ruler ☐



school bag ☐

b Colour the school things in 2a.

c In pairs, look at 2a again. Ask and answer.

What colour is your pencil case?

My pencil case is yellow.

My pencil case is green. And
what colour is your pencil case?

1 Steps to grammar 2 *there is / there are*

1/7



1 Listen and match the children with the pencil cases. Draw lines.



Alfie



Megan



ru



1/8



2 Listen and read.

LANGUAGE BOX



1 There is (There's) a pen.



2 There are three pens.



3 There is (There's) a table.



There are two tables.

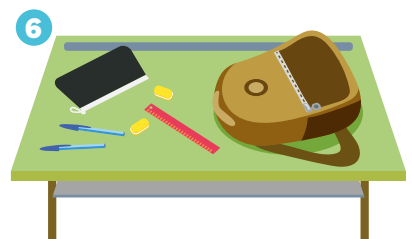
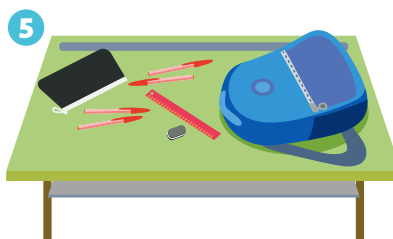
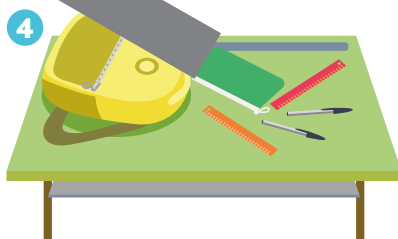
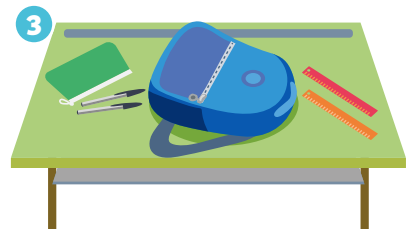
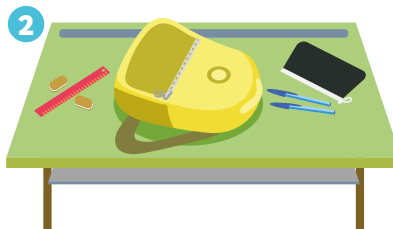
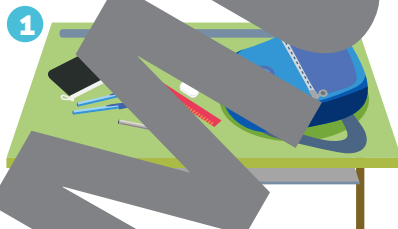
Look!

1 pencil → 2 pencils 1 school bag → 4 school bags 1 child → 3 **children**

3 In pairs, look and say.

There are two black...

It's number ...



1/9



1 a Look at the pictures. Listen and colour the objects.



b Cover up the pictures. Remember and say.

The school bag is ... The pens are ...

Sounds /p/ /z/

1/10



2 Listen and repeat.

A pen, a chair and a pencil case.

Two pens, three chairs and four pencil cases.

1 Read and match the school bags with the children.

Anita

In my school bag, there's one book. It's red. My pencil case is black and white. There are three blue pens and a red pen in my pencil case. There's also a rubber and a ruler. They are white. My school bag is green and yellow.

Tom

Here's my school bag. It's blue and white. In my bag, there are four books and a pencil case. My pencil case is yellow. In my pencil case, there are three pencils and a blue pen. There's a white ruler and a blue and red rubber.

Molly

There are three books in my school bag. They are blue. There's a pencil case too. It's black and white. In my pencil case, there's a red pen, a blue pen and a black pen. There are two pencils. There's a white ruler and a white rubber. My school bag is red.

1



2



3



2 a Your friend wants to know about your school bag. Say what it is like.

This is my ...

It's ...

In my school bag, there are ...

b Draw a picture of your school bag and write about it.



.....

.....

.....

.....

.....

.....



1 a Listen and fill in the missing words.

Annie's school bag

Annie What's in my school bag, Tom?

Tom Hmm ... a pencil case? A ¹ pencil case.

Annie Right. And?

Tom No idea.

Annie Come on.

Tom Well, there's a ²
in the pencil case.

Annie Right. And?

Tom There are twelve ³
in your pencil case.

Annie No, there are fifteen pencils.

Tom And fifteen rulers?

Annie Ha ha. No, there are two ⁴ and ...

Tom Four books.

Annie No, there are only ⁵ books.

Tom That's it?

Annie No! There's one more thing.

Tom I've no idea.

Annie There's a ⁶!

Tom A poster?

Annie A poster with cool words and a cool picture!



b In pairs, read out the dialogue



2 In pairs, do option A or B

A Tell your partner
the things in your
school bag.

In my school bag,
there are three books.



B Tell your partner five things
that are in your school bag.
Say what colour they are.

In my school bag, there are
three books. There are two green
books and there's one red book. ...





1 a Read the dialogue. Put the pictures in the correct order.

The school bags

Zaph Look! My school bag.

Brox Wow! Cool! What's in it?

Zaph Only twenty blue pencils, nineteen orange pencils, eighteen yellow pencils, seventeen red pencils ...

Brox OK, OK, stop. Only pencils?

Zaph No. There are twenty blue pens, nineteen orange pens, eighteen ...

Brox OK, OK, stop! And twenty green books and nineteen brown books and ...

Zaph No! Stop! There are only twelve green books and eleven brown books and ...

Brox OK, OK.

Zaph And eight black and white rubbers and one orange ruler. And a football. And a basketball. And ...

Look!

→ Zaph's school bag



→ Brox's drone

Brox Stop!

Zaph And what?

Brox Stop!

Zaph OK. ... What's in your school bag?

Brox There's a blue pencil case and there are five blue books.

Zaph And ...?

Brox There's a green drone.

Zaph What?

Brox Put the drone. And now we put the school bags on the drone. Bye, bye school bags.

Zaph Bye, bye. No school!



b Read again. Complete the sentences.

- 1 In Zaph's school bag there are orange pens.
- 2 In Zaph's school bag there is one orange
- 3 In Zaph's school bag there are balls.
- 4 In 's school bag there is one pencil case.
- 5 In Brox's school bag there is one drone.

1/12+13+14



c Read the dialogue. Then read it out in funny voices.

2 Do up A or B.

A Write two sentences about Zaph's school bag and one sentence about Brox's school bag.

B Write three sentences about Zaph's school bag and two sentences about Brox's school bag.

1 In groups, make a poster.

COOL WORDS



Now go back to page 8. Check with a partner what you know / can do.



My personal learning track ▶



CYBER Homework 4 (Revision)

At the end of unit 2 ...

you know

- ☐ words for school subjects
- ☐ the alphabet
- ☐ how to use the verb *be*
- ☐ how to use *a/an*
- ☐ how to use subject pronouns

you can

- ☐ say what you like
- ☐ talk about school subjects and teachers
- ☐ talk about yourself and your classmates
- ☐ understand a short text
- ☐ write a short text about yourself, your school and your teachers

Vocabulary School subjects

1/15



1 a Listen and write the numbers.

☐ English☐ German☐ maths☐ biology☐ music☐ art☐ PE☐ geography

b Think and say.

My number one is English.

My number two is ...

Look at photos 3, 4 and 5 on page 19. What subjects can you find?

Photo 3: It's the ... homework.

2 a Watch part 1 of the video.

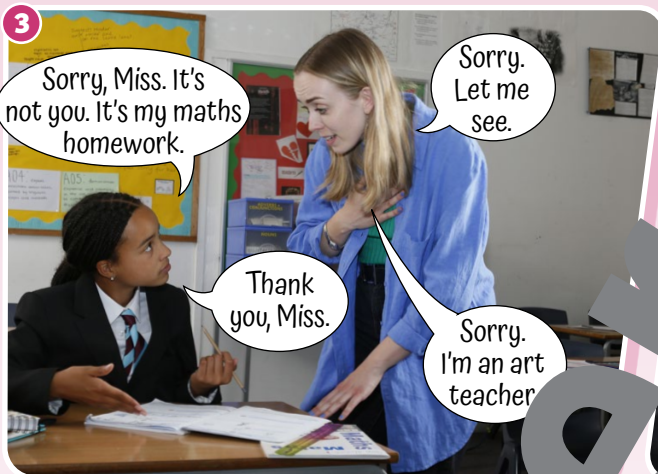
b Read the photo story on page 19. How many of these tasks can you do?

- | | | | |
|---------------------------------|--|---|------------------------------|
| 1 Alissa is in ... | <input type="checkbox"/> 7A. | <input checked="" type="checkbox"/> 7B. | <input type="checkbox"/> 7C. |
| 2 Lily ... | <input type="checkbox"/> 7A. | <input type="checkbox"/> 7B. | <input type="checkbox"/> 7C. |
| 3 The problem ... Alissa is ... | <input type="checkbox"/> the maths homework. | <input type="checkbox"/> the German homework. | |
| 4 Miss Bloch ... | <input type="checkbox"/> a maths teacher. | <input type="checkbox"/> an art teacher. | |

- 5 ... them for Oliver?
- 6 ... the problem for Lily?

3 Watch part 2 of the video. Who says it? Write *Ahmed, Oliver, Alissa* or *Lily*.

- | | |
|---|---|
| 1 "Oh, no! Biology homework!" | 4 "And I like German." |
| 2 "It's for tomorrow!" | 5 "Look! It's Mr Clark. He's my maths teacher." |
| 3 "I like biology. It's my number one!" | 6 "Wait. Tomorrow?" |



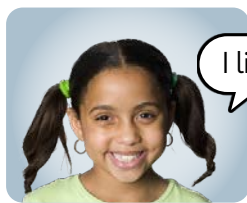
Let's ... what you like

4 In pairs, ... and say.

I like English and PE. What about you?



I like ... and ...



- 1/16  **1** Look at the pictures. Write *class 7B, Ahmed, Alissa and art teacher*. Listen and check.



I'm an



You're in



He's



- 1/17  **2** Listen and read.

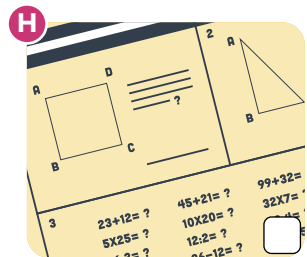
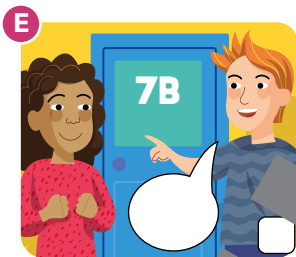
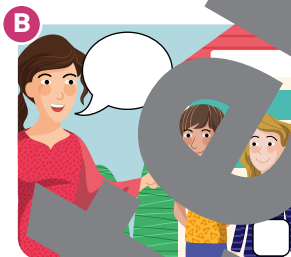
LANGUAGE BOX

- 1 I **am** in class 7B.
- 2 You **are** in class 7B.
- 3 He **is** a maths teacher.
- 4 She **is** an art teacher.
- 5 It **is** the maths homework.
- 6 We **are** in class 7A.
- 7 You **are** in class 7C.
- 8 They **are** in different classes.

Look!

I am = **I'm**
 you are = **you're**
 he/she/it is = **he's / she's / it's**
 we are = **we're**
 they are = **they're**

- 3** Match the sentences from **2** with the pictures. Write 1-8 in the boxes.



- 4** Cover the language box. Look at the pictures in **3**. Say sentences with *am, is, are*.

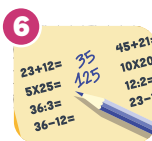
Picture 1. I'm in class 7B.

Picture 2. You're ...

Picture 3. He's ...

Picture 4. ...

- 5** Write the answers.



What about number 1?

He's/She's a/an ... teacher.

It's the ... homework.

A song

1/18+19



1 Listen, sing and complete. What are the two countries in German?

The alphabet rock

Come with me on a trip
to a land far away.

1

ABCDEF G, yeah!
HIJK
LMNOP
QRS and
TUV
WXY and Z.

Come with me on a trip
to a land far away.

2

ABCDEF G, yeah!
HIJK
LMNOP
QRS and
TUV
WXY and Z.

Come with me on a trip
to a land far away.



2 a What are the names of the two countries?

1



2



Look!

1 country → 2 countries



Number ... is ...

1/20



b Listen and write the names of the four countries.



1

2

3

4

c In pairs, play the alphabet game.

Come with me on a
trip to a land far away.

Where are you going?

Listen. ...

You're going to ... Wow!

2 Steps to grammar 2 Subject pronouns

1/21



1 a Listen, read and find out: Who are Kim's friends?

1 Welcome to school, Dad! This is my classroom. **It's** great!
Yes, **it** is!

2 This is Mr Smith. **He's** a maths teacher.
Hello, Mr Smith!

3 This is Miss Davies. **She's** an art teacher.
Hello, Miss Davies.

4 And this is Mr Wilson and Miss Watson. **They** are PE teachers.
Hi!

5 And these are my friends, Karima and Elsie. **We** like school.
Nice to meet you.

6 Hi everyone! I am Kim's dad!
Hi!

b Circle the correct answer.

- The classroom is nice. It / He is nice.
- Mr Smith is a maths teacher. He / He is a maths teacher.
- Miss Davies is an art teacher. She / She is an art teacher.
- Mr Wilson and Miss Watson are PE teachers. They / They are PE teachers.

Look!

a maths teacher
an art teacher

1/22



2 Listen and read.

LANGUAGE BOX

- | | | | |
|-----------------------------|-------------------------|------------------------------|-----------------------------|
| 1 I am 11 years old. | 2 <u>He</u> is a boy. | 5 <u>It</u> is a school bag. | 7 <u>You</u> are friends. |
| 2 <u>You</u> are my friend. | 3 <u>She</u> is a girl. | 6 <u>We</u> are happy! | 8 <u>They</u> are teachers. |

3 a Read and circle the correct word.

1 Hello! I am David. ²It / It am 12 years old. Look! This is Samantha and this is Tim. ³She / They are my friends!

Hi! ⁴We / You are Samantha and Tim. ⁵He / It is David. ⁶They / We are in class 6A!

b In pairs, talk about yourself and your classmates.

Hi! I am ...

Look! This is He/She is my friend.

Sounds right The alphabet

1/23



1 Listen and repeat.



1/24



2 a Listen and write the words.

1 _ _ _ _ _

4 _ _ _ _ _

2 _ _ _ _ _

5 _ _ _ _ _

3 _ _ _ _ _

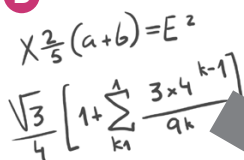
6 _ _ _ _ _

b Match the words in **2a** with the pictures. There are extra pictures.

A



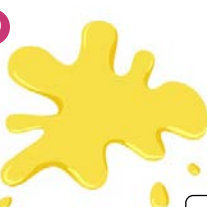
B



C



D



E



F



G



H



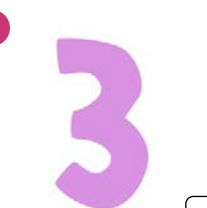
I



J



L



3 a In pairs, spell the words from **2b**.

b Choose your own words and spell them.



S-E-V-...

1 Look at the pictures and read the sentences. Circle T (True) or F (False).



1 This is Ahmed. T / F



2 This is Alissa. T / F



3 This is Mr. T / F



4 This is Miss Bloom. T / F

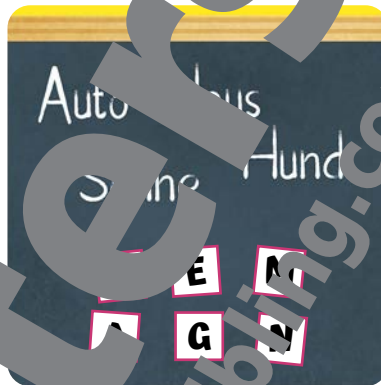


5 This is Mr. T / F

2 Unscramble the letters and write the school subjects.



1



2



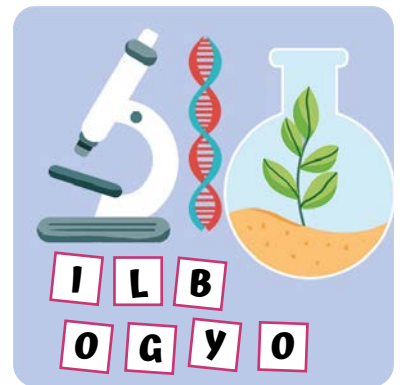
3



4



5



6

3 a Choose four words and jumble the letters.

b Spell the letters of the words to your partner. Can they write the words?

1/25



1 a Listen and answer: What's the teacher's subject?

1/25



b Listen again. Fill in the missing words.

The new teacher

Teacher Classroom 6. Hmmm ...
No! Not here. Classroom 7...
And not here!

Sam Umm ... excuse me?

Teacher Hello! What's your name?

Sam I'm Sam.

Jack And I'm Jack.

Teacher Nice to meet you! I'm Mr Wood.

Sam You're a teacher?

Teacher Yes, I am! I'm a new teacher.

Jack What's your subject, Mr Wood?

Teacher Aha! You can guess ... I like numbers.

Sam You're a ¹..... teacher!

Teacher No! And I like pictures.

Jack You're an ²..... teacher.

Teacher No! And I like stories!

Sam You're an ³..... teacher!

Teacher No! And ... I like Great Britain* and the USA ...

Jack You're a ⁴..... teacher!

Teacher Yes! Very good boys.
Now ... umm ... the classroom is ... ?

Sam It's there, Mr Wood.

Teacher Ah, I need a map!



VOCABULARY: *Great Britain – Großbritannien

1/26



c In groups of three, act out the sketch.

2 In pairs, act out the sketch for B.

A Act out one dialogue.

B Listen. Act out the dialogues. Choose one. Change it.

1 Trevor Yay! It's lesson time.
Viv What lesson?
Trevor My number one ...
My favourite lesson!
Viv Oh! Music!

2 Paul Oh, no! My red pencil!
Hannah Don't worry ... Look – there it is.
Paul Thank you! It's my favourite.
Hannah You have a favourite pencil?
Paul Yes! For art!

- 1 a** Read the text quickly. Two people like numbers. Say their names.
b Read again. Choose the correct school subjects.

Guess the subject!

Chris Hi! I'm Chris. I'm 12 years old. I like numbers and . I like  and . What's my favourite subject?

☐ music
☐ German
☐ biology

Wendy Hello! My name's Wendy. I'm 11 years old. I like skating and . I like  and . What's my favourite subject?

☐ art
☐ geography
☐ PE

Amy & Ellis Hello! We're Amy and Ellis. We're 11 years old. We like pencils and . We like  and . What's our favourite subject?

☐ music
☐ English
☐ art

Mr Willow Hello! My name's Mr Willow. I like numbers! And I like  and . I love my students!

☐ PE
☐ maths
☐ biology

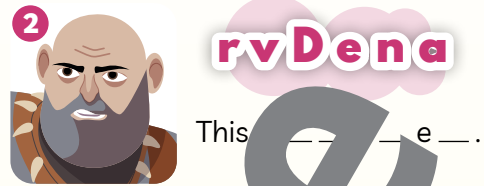
- c** Read the text again. Who says it? Write *Chris, Wendy, Amy and Ellis* or *Mr Willow*.
- 1 "I love my students" 3 "We're 11 years old."
 2 "I'm 12 years old." 4 "I like skating."
- d** Find the pictures of these words in the text. Write the numbers.

- 2** Look at the pictures and write a text for you. Do option A or B.

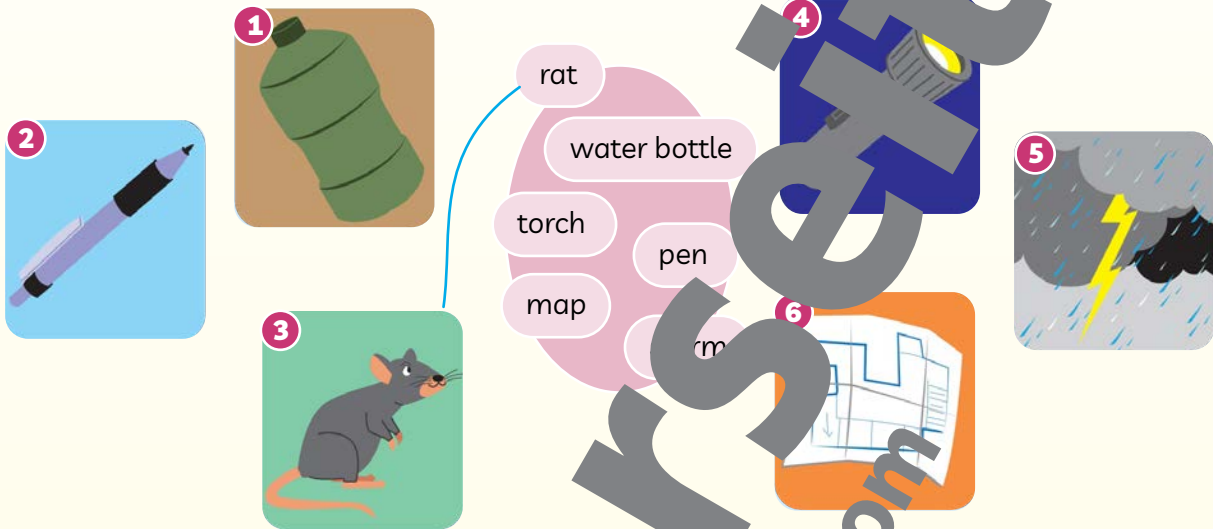
A Hello! My name's Tom. I'm 10 years old. My favourite subject is PE.

B Hi! My name's Sandra. I'm 10 years old. I like  and . What's my favourite subject?

▶ **1** Watch episode 1. Write the names.



2 Match the words with the pictures. Draw lines.



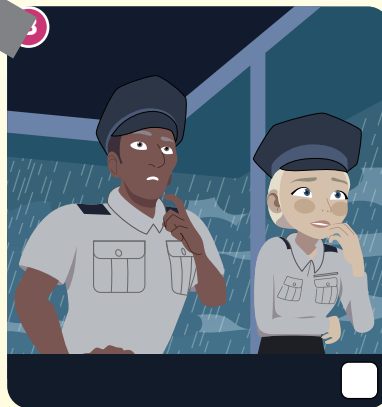
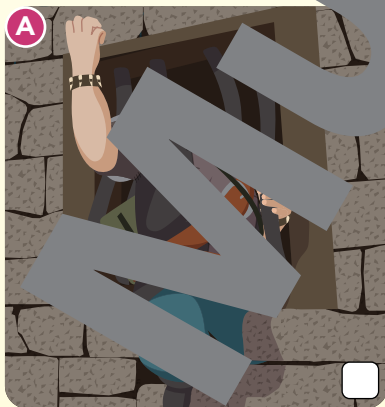
▶ **3** Watch episode 1 again. Put the words in the order you see them.

- | | | |
|---------------------------------------|--------------------------------|------------------------------|
| <input type="checkbox"/> rat | <input type="checkbox"/> pen | <input type="checkbox"/> map |
| <input type="checkbox"/> water bottle | <input type="checkbox"/> storm | |

Everyday English

4 Match the pictures and the sentences.

- 1 At last! 2 How strange! 3 Let me see.



VOCABULARY: *free – frei; be in danger – in Gefahr sein; backpack – Rucksack

Now go back to page 18. Check with a partner what you know / can do.

3

Our feelings

At the end of unit 3 ...

you know

- ☐ words for feelings
- ☐ words for rooms in the house
- ☐ how to form questions with the verb *be*
- ☐ how to use the negative form of the verb *be*

you can

- ☐ say how you feel
- ☐ talk about and care for other people's feelings
- ☐ ask and understand questions about feelings
- ☐ understand a short text about feelings
- ☐ understand short articles about feelings
- ☐ say what rooms are in a house
- ☐ write sentences about feelings

Vocabulary Feelings

1/27



1 a Listen and write the numbers.



☐ happy



☐ sad



☐ nervous



☐ tired



☐ hungry



☐ angry



☐ bored



☐ hot



☐ cold

b In pairs, mime a feeling and guess.

You're hungry.

Yes. / No.

c Look at the photo story on page 29. Find the feelings.

Photo 1: tired and ...

2 a Watch part 1 of the video.

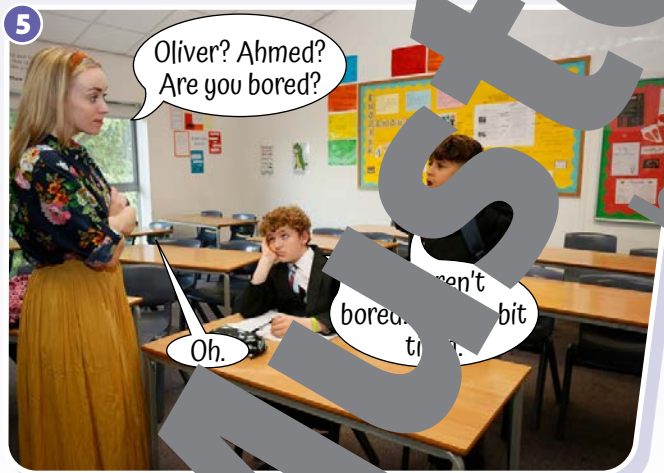
b Read the photo story on page 29. How many of these tasks can you do?

- | | | |
|--|--|---------------------------------------|
| 1 In photo 1, Ahmed is ... | <input checked="" type="checkbox"/> tired. | <input type="checkbox"/> sad. |
| 2 Olivia is ... | <input type="checkbox"/> hungry. | <input type="checkbox"/> tired. |
| 3 What is the problem in photo 3? | <input type="checkbox"/> He's tired. | <input type="checkbox"/> He's hungry. |
| 4 What is the problem in photo 4? Where is she? | <input type="checkbox"/> In the bathroom. | <input type="checkbox"/> In the hall. |
| 5 In photo 5, Ahmed and Alissa aren't ... They're tired. | | |
| 6 In photo 6, Alissa isn't ... She's ... | | |

3 Watch part 2 of the video. Complete the sentences with the words from the box.

happy angry sorry angry

- | | |
|------------------|----------------------------------|
| 1 Ahmed's | 3 Lily's |
| 2 Alissa's | 4 In the end, Alissa isn't |



Let's ... for someone's feelings

4 In pairs ... and say.



I'm tired.

Poor you.

I'm happy!

Great!

1/28



1 Look at the pictures. Write *hungry*, *tired* and *angry*. Listen and check.



1 She isn't happy. She's
.....



2 He isn't sad. He's
.....



3 We aren't bored. We're
.....

1/29



2 Listen and read.

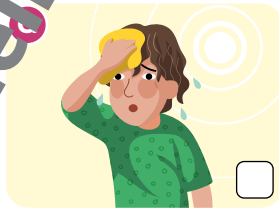
LANGUAGE BOX

- | | |
|---|--|
| 1 I'm not happy. I'm angry. | 5 It isn't hungry. It's happy. |
| 2 You aren't happy. You're sad. | 6 We aren't cold. We're nervous. |
| 3 He isn't tired. He's hot. | 7 You aren't tired. You're tired. |
| 4 She isn't nervous. She's cold. | 8 They aren't sad. They're bored. |

Look!

isn't = is **not**
aren't = are **not**

3 Match the sentences from 2 with the pictures. Write 1-8 in the boxes.



4 Cover the language box. Look at the pictures in 3. Say sentences with *not*.

Picture ... I'm **not** happy.

Picture ... You **aren't** ...

Picture ... He **isn't** ...

1/30



5a Listen to the sentences. Listen for the feelings. Write the correct feelings.

- | | | | |
|---------------------------|-------|----------------------|-------|
| 1 Tom is happy . | | 4 Isabelle is happy. | |
| 2 Sophie is cold . | | 5 Poppy is cold. | |
| 3 Harry is hungry. | | 6 Jack is sad. | |

b Look at 5a again. Say the correct sentences.

Tom isn't happy. He's ...

Sophie isn't ... She's ...

A song

1/31+32



1 Listen and sing.

The feelings boat

Come on board the feelings boat,
come on board.

We are happy, angry, tired,
hot and cold and bored.

Tom is in the living room.
He's so sad.
Harry's in the bathroom.
Look – that's bad!

Lisa's in the kitchen.
She's very hungry.
Jonathan is happy.
Annabel is angry.

Come on board ...

So, hey you girls
and boys,
come to the hall.
Hurry up and listen,
and get ready you all!

Let's jump in the water.
Yeah, okay.
Now we're all cold.
Yeah, yeah, yay!

Come on board the feelings boat.
Come on board the feelings boat.



1/33



2 a Look at the feelings boat and write the numbers. Then say the words.

☐ kitchen ☐ bedroom ☐ hall ☐ toilet ☐ living room ☐ bathroom

b In pairs, test your partner.

What number?



The bedroom.

c Look at the rooms in 1. Find these things in the feelings boat. Tell your partner.

Number 1 is in the ...

1



2



3



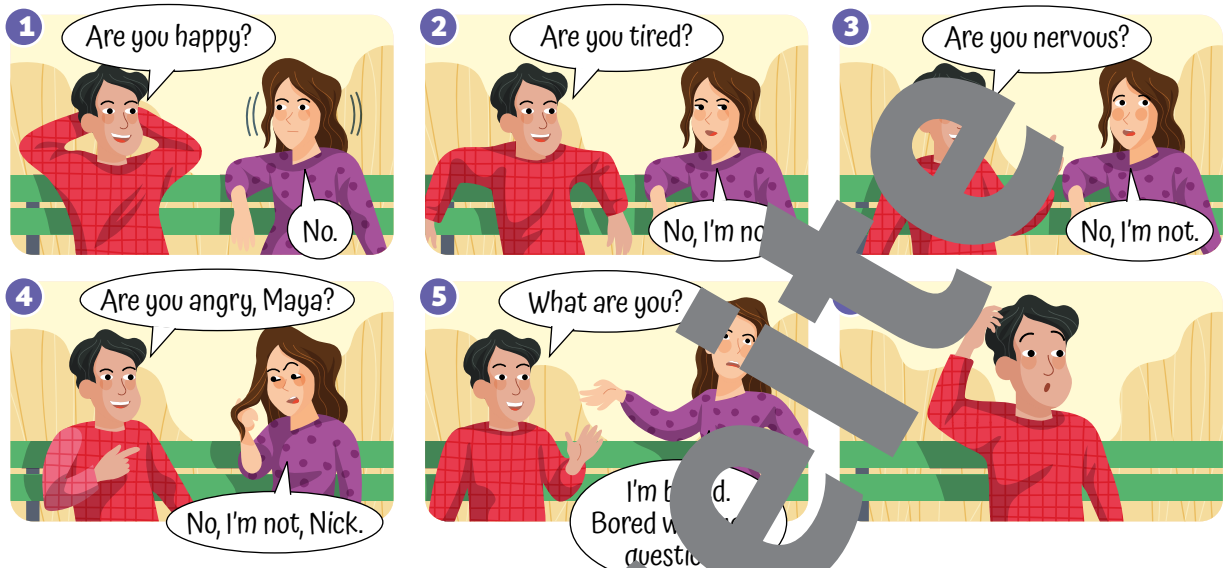
4



5



1/34


1 a Listen, read and find out: What's the girl's name? What's the boy's name?

b Read the questions. Find the answers. Draw lines.

- 1 Are you happy? a No, he isn't.
- 2 Is Maya nervous? b No, he is.
- 3 Is Maya bored? c I'm not.
- 4 Is Nick happy? d He is.

1/35


2 Listen and read.

LANGUAGE BOX

- | | |
|---|---|
| 1 Are you angry? Yes, I am. / No, I'm not. | 4 Is it good? Yes, it is. / No, it isn't. |
| 2 Is she nervous? Yes, she is. / No, she isn't. | 5 Are we tired? Yes, we are. / No, we aren't. |
| 3 Is he happy? Yes, he is. / No, he isn't. | 6 Are they cold? Yes, they are / No, they aren't. |

3 a Look and read. Choose the correct answer.


- | | | | |
|--|---|---|---|
| Is he sad?
<input type="checkbox"/> Yes, he is.
<input type="checkbox"/> No, he isn't. | Is she nervous?
<input type="checkbox"/> Yes, she is.
<input type="checkbox"/> No, she isn't. | Are they angry?
<input type="checkbox"/> Yes, they are.
<input type="checkbox"/> No, they aren't. | Is it cold?
<input type="checkbox"/> Yes, it is.
<input type="checkbox"/> No, it isn't. |
|--|---|---|---|

b In pairs, look at a child. Ask and answer.


1 Think, pair and share.

- a Look at the pictures. What words can you think of?
- b In pairs, write down the words.
- c Compare your words in class.

1/36



2 a Listen and put the pictures in the correct order.



b In pairs, look at the pictures in 2a. Tell the story.

Picture 1. Andrea isn't happy. She's in ...

Picture 2. Andrea isn't ...

Sounds right Word stress

1/37



3 Listen and repeat.

Kitchen, bedroom, toilet, hall.

Bathroom, living room – that's all!



1 Read the sentences and look at the picture. Circle T (True) or F (False).

- 1 There's a girl in the living room. T / F
- 2 The kitchen is yellow and white. T / F
- 3 The person in the bathroom is cold. T / F
- 4 The girl in the bedroom is tired. T / F
- 5 The bedroom is blue. T / F
- 6 There are two girls in the kitchen. T / F
- 7 The boy in the living room is angry. T / F
- 8 The living room is red. T / F

2 Write four true sentences about the picture.

- 1
- 2
- 3
- 4

1/38



1 a Listen and answer: How many people have a problem?

1/38



b Listen again. Fill in the missing words.

And, Mum ...?

Mum How are you, Adrian?

Adrian Oh, Mum, I'm

1

Mum What's the problem?

Adrian The German test tomorrow ...

Mum And you, Rose? What's your problem?

Rose I'm 2

Mum OK, have a sandwich.

Adrian And, Mum?

Mum Yes, Adrian?

Adrian I'm 3

Can I close the window?

Rose No! I'm hot.

Adrian And, Mum, I'm

.....

Rose I'm bored AND tired.

Mum What's happy? Are you never happy?

Adrian Yes. What's happy?

Rose Yeah, who's that?

Mum I'm happy.

Adrian You're happy?

Mum Yes, I am. Listen. You two are

.....

So go to bed, then I'm

.....

Rose Ha ha, very funny.



1/39



2 In pairs, do option A or B.



A Listen to the dialogue. Write the missing words.

B Listen. Act out the dialogues. Choose one. Change it.

1 Dad Aghh ...
Dad Are you tired, Ayshe?
Ayshe Yes, I am. And I'm also bored.
Dad Oh, dear.

2 Helen Arrgh! Not again!
Mehmet What is it? Helen?
Helen My pen. This is my pen, Mehmet.
Mehmet No, it isn't.



1 Look at the photos in 2a. What are the feelings? Do option A or B.

A Say.

Photo A: Angry.



B

The	girl boy	in photo...	is	happy.
people				angry.
kids				...
				...

2a Read the article.

Learn to... manage your feelings

Girls have feelings. Boys have feelings. Teachers have feelings, and mums and dads have feelings too.

It's good to have positive feelings. And it's OK to have negative feelings.

Learn to manage your feelings. It's easy.

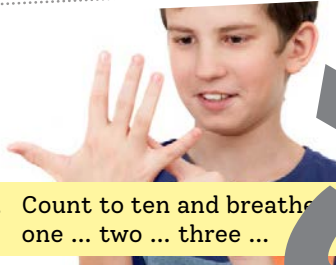
What's the feeling here? Yes, they are angry!



When you're angry, you can do this:

B

1 Count to ten and breathe one ... two ... three ...



C

2 Rip up paper.



3 Pop bubble wrap.

E

4 Think of a funny picture.



F

5 Go outside. Shout: I'm soooo angry!



b Read the article. Circle T (True) or F (False).

- | | |
|---|-------|
| 1 Boys have no feelings. | T / F |
| 2 It's good to have positive feelings. | T / F |
| 3 It's not good to have negative feelings. | T / F |
| 4 The person in photo F isn't happy. | T / F |
| 5 In the article, there are three photos of angry people. | T / F |

Story time



1 a Read the text. Complete the sentences.

- Rose is She can watch her series.
- Rose is in the garden. Soon she's very

Rose is hangry

Rose is angry. Something is wrong with her tablet. No pictures, no sound. The screen is black. "Dad, help me. I can't watch my series." Dad isn't happy. He's in the garden. "Not now, Rose. I'm in the garden."

"Please, Dad, help me now."

"OK, where's the tablet?"

"Here it is."

Dad checks the tablet. "Oh, Rose. The tablet is OK. Recharge* it, please. Then there's no problem."

Rose is happy. Now she can watch her series.

Then she's bored. "Dad! I'm bored." Dad isn't happy. "I'm in the garden, Rose. Help me in the garden."

"OK, but isn't it too hot?"

"No, it isn't. Come to me."

Soon Rose is very tired. "I'm tired, Dad. And I'm hot."

Soon she's back in the house again.

Now, Dad is in the house again too. "How are you, Rose? Are you tired?"

"No, I'm not."

"Are you alright now?"

"I'm fine."

"What's the problem, Rose?"

"I'm hangry."

"You are what? What is hangry?"

"Hangry is when you're angry and hungry."

"I'm angry because I'm hungry."

"OK. Here's a sandwich for you, Rose."

"Thanks, Dad. Now I'm fine."

VOCABULARY: *recharge – wiederaufladen

b Read the text again. Put the pictures in the correct order. Then write the correct feelings words under the pictures.



.....



.....



.....



.....



.....



.....



c Listen and check.

Now go back to page 28. Check with a partner what you know / can do.



4

Pets

At the end of unit 4 ...

you know

- ☐ words for pets
- ☐ how to use *have/has got* and *haven't/hasn't got*
- ☐ how to use prepositions of place

you can

- ☐ talk about your and other people's pets
- ☐ express disbelief
- ☐ say what you and other people have (n't) got
- ☐ understand, say and write about things are
- ☐ write a story about an animal
- ☐ find out about animals online

Vocabulary Pets

2/1



1 a Listen and write the numbers.



☐ fish



☐ rabbit



☐ hamster



☐ cat



☐ dog



☐ snake



☐ hamster



☐ budgie

b Ask other kids in class.

What is your favourite pet?

My favourite pet is a ...

c Look at the photo story

39 What photos are the words for pets in?



Snake is in photo ...

2 a Watch part 1 of the video.

b Read the photo story again. How many of these tasks can you do?

- 1 Mr Hart has got a white pet. T / F
- 2 Mr Hart has got a snake. T / F
- 3 Mr Hart has got a ... and white.
- 4 Mr Hart has got a ...
- 5 Ahmed's family have got a ☐ dog. ☐ rabbit.
- 6 Oliver's pet is a ☐ snake. ☐ crocodile.

3 Watch part 2 of the video. Who says it? Write Ahmed, Mr Hart or Alissa.

- 1 "Where's Oliver?"
- 2 "Or in his crocodile?"
- 3 "Uhh. Help, help, a crocodile!"
- 4 "On his crocodile?"



Let's Expressing disbelief



4

In pairs

I've got a crocodile.

I've got 17 red cats.



No way!

Really?

1 a Match. Write the numbers.



I've got a



Alissa, you've got a



Oliver's got a



We've got a



.....ve got



2/2



b Listen and check.

2/3



2 Listen and read.

LANGUAGE BOX

- | | |
|----------------------------------|---------------------------|
| 1 I've got two dogs. | 4 We've got two cats. |
| 2 You've got a green school bag. | 5 You've got two budgies. |
| 3 He's/She's got a pen. | 6 They've got a hamster. |

Look!

I've got = I have got he's got = he has got we've got = we have got

3 In pairs, talk to your partner about pets for half a minute.

I've got a
My best friend has got ...



My family has got ...
My sister has got ...

A song

2/4+5



1 a Listen and sing.

Where are my pets?



Rover, my dog,
where are you?
You're on my bed.
My house is a zoo!

Where are my pets, pets, pets?
Come on let's, let's, let's
get the pets, pets, pets.
Right now!

Kitty, my cat,
where are you?
You're behind my sofa.
My house is a zoo!



Susie, my snake,
where are you?
You're in my school bag.
My house is a zoo!

Where are my pets, pets, pets?
Come on let's, let's, let's
get the pets, pets, pets.
Right now!



Bernie, my budgie,
where are you?
You're under my table.
My house is a zoo!

Roger, my rabbit,
where are you?
You're in front of the house.
My house is a zoo!



Harry, my hamster,
where are you?
You're next to the chair.
My house is a zoo!



Where are my pets, pets, pets?
Come on let's, let's, let's
get the pets, pets, pets.
Right now! (x2)

2/4



b Listen and answer. Where are the animals? Circle T (True) or F (False).

- | | | | |
|------------------------------|-------|-----------------------------------|-------|
| 1 Rover is under the bed. | T / F | 4 Harry is next to the chair. | T / F |
| 2 Kitty is on the bed. | T / F | 5 Susie is behind the school bag. | T / F |
| 3 Bernie is under the table. | T / F | 6 Roger is in front of the house. | T / F |

c Look at the pictures in 1a. In pairs, ask and answer.

Where's the crocodile?

Where's the fish?

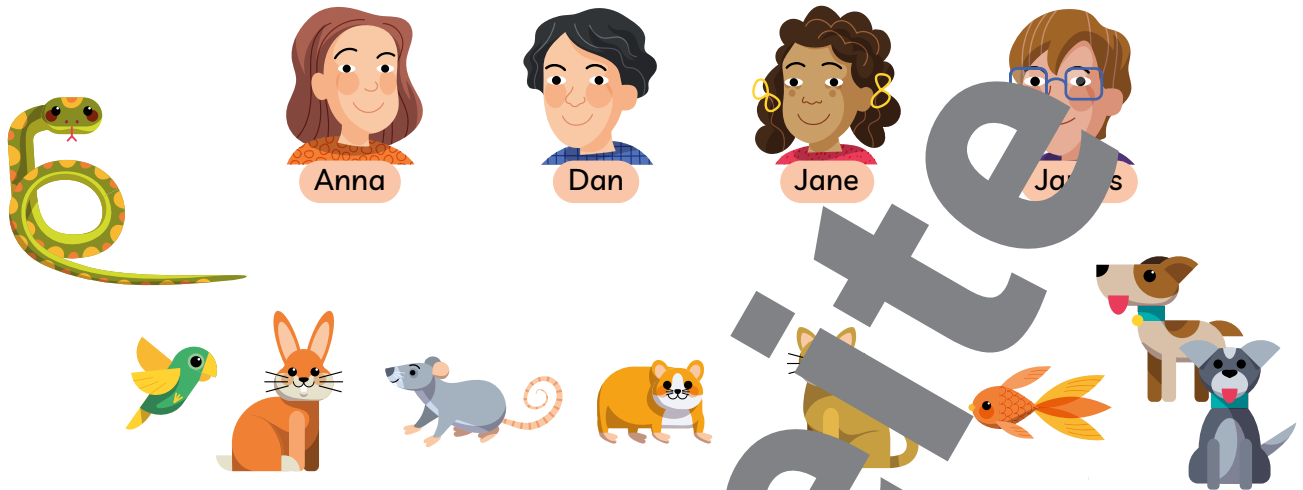


It's ...

2/6



1 Listen and match the children with the pets. Draw lines.



2/7



2 Listen and read.

LANGUAGE BOX

- 1 Have you **got** a hamster? Yes, I **have** / No, I **have** **not**.
- 2 Has he/she **got** a dog? Yes, he/she **has** / No, he/she **has** **not**.
- 3 Have you **got** a cat? Yes, we **have** / No, we **have** **not**.
- 4 Have they **got** a budgie? Yes, they **have** / No, they **have** **not**.

Look!

hasn't = has **not**
haven't = have **not**

3 a In pairs: Student A looks at picture A. Student B closes the book and asks questions.

Have you got dogs?

Yes, we have. We've got three dogs.

No, we haven't.

Look!

1 fish → 4 fish



b Now student B looks at picture B. Student A closes the book and asks questions.

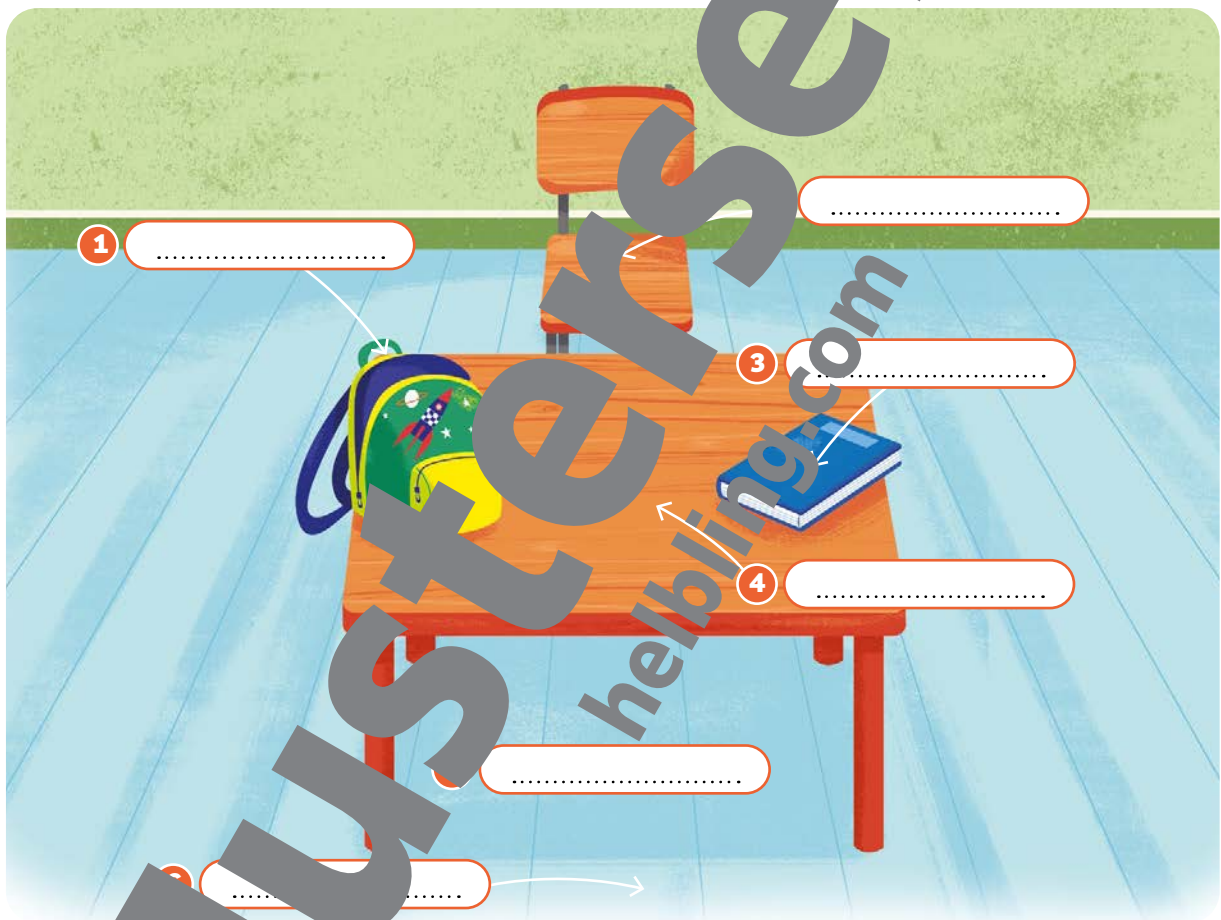
1 Think, pair and share.

- a** Look at the pictures. What words can you think of?
- b** In pairs, write down the words.
- c** Compare your words in class.

2/8



2 Listen and write the animal words in the correct places.



3 In groups, close your books and remember.

Where's the cat?

It's on the chair.

No, it's on the floor
in front of the table.



- 1 Read and write the names under the pictures. There are four extra pictures.

Our pets

↔ Q

Tell us about your pet. Send us a photo.

My pet is a budgie. She's called Clara. She's very beautiful. She's brown.

I've got a snake. Her name's Silvia. She's brown and ... She's very beautiful.

I've got a dog. Her name's Luna. She's black and white. I really like my dog.

My pet is called Bobby. He's a rabbit. He's small and ... white.

I've got a budgie. He's blue. He's from Brazil. His name's Bertie.

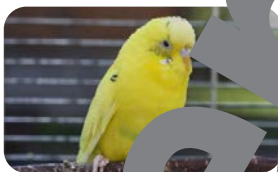
I've got a pet called Lupin. He's a black rabbit. He's got long ears.

My pet is a dog. She's got brown fur and ... I love her. Her name's Lucy.

My pet's name is Sid. He's a snake and ...



1



2



3



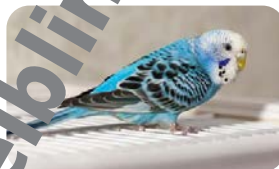
4



5



6



7



8



9



10



11



12

- 2

A Write about your (imaginary*) pet.

B a Think of names for the four extra animals in the photos.

b Write about each of the animals.
I've got a rabbit called ...

VOCABULARY: *imaginary – erfunden

2/9



1 a Listen and draw Wally in the three places the children see him.



2/9



b Listen again. Circle T (True) or F (False).

- 1 Linda's pet is a rat. T / F
- 2 The pet's name is William. T / F
- 3 Aryan's friend hasn't got a pet. T / F
- 4 Wally is behind the sofa. T / F
- 5 Wally is on the table, then on the floor. T / F
- 6 Wally is on Linda's head. T / F

2/10



2 In pairs, do option A or B.

A Listen. Act out the dialogue.

- 1 Rose Where's the budgie?
Benji It's behind the sofa?
Rose It isn't.
Benji Is it on your bed?
Rose No, it isn't. It's on the green chair.

B Listen. Act out the dialogues. Choose one. Change it.

- 2 Sophie Where's my budgie?
Nick In the cage*?
Sophie No, it isn't. Oh dear, oh dear.
Nick Is it behind the bed?
Sophie Behind the bed? No.
Nick Oh, there it is.
Sophie Where?
Nick Next to the window.
Sophie Oh, no! Get it. Quick!

VOCABULARY: *cage – Käfig



1 a Read the text. Choose a good title.

☐ Millions of cats☐ Pets in the UK☐ Dogs cost a lot of money

30 million people in the United Kingdom* (UK) have got a pet. In the UK, there are 10.1 million pet dogs. Every year, people in the UK spend about* 7 billion* pounds on pets. Have you got a dog? In the UK, a small dog costs about 1,800 pounds a year.



In the United States (US), 10 million families have got one or more pets. About 10 million people have got dogs. Every year, people in the US spend about 29 billion dollars on pets. Have you got a dog? In the US, a dog costs you about 700 dollars a year.

10 million
10,000,000

10 million
10,000,000

1 billion
1,000,000,000

VOCABULARY: *United Kingdom – Vereinigtes Königreich; **about** – ungefähr; **billion** – Milliarde

2/11+12+13



b Listen and check.

c Go online. Find out the following:

- 1 How much is 1,800 pounds in euros?
- 2 How much is 700 dollars in euros?
- 3 How much is it for five families in the UK to have small dogs?
- 4 How much is it for ten families in the US to have dogs?
- 5 How much is it a year for a dog in Austria?



Web project

2 In groups do project B.

A

Choose a country: UK, US or Austria. Find out:

- How many people have got a cat?
- How much is it a year for a cat?
- Write down the facts. Read them out in class.

In the US ... people have got a ...

It costs ... a year for a ...

B

Choose a country: UK, US or Austria. Pick two pets. Find out:

- How many people have got these pets?
- How much money is it a year for these pets?
- Write down the facts. Read them out in class.



1 Remember episode 1. Look at the pictures and write the names.

Draven
Aiden



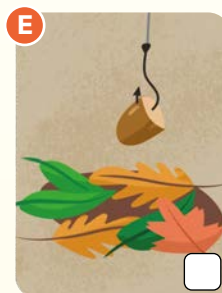
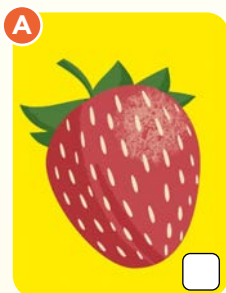
1



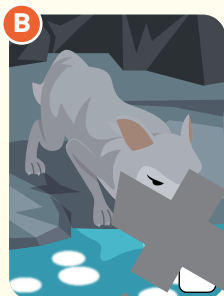
2

2 Match the words with the pictures.

1 nut 2 squirrel 3 wolf 4 strawberry 5 trap



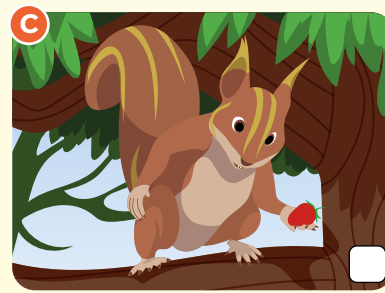
3 Watch episode 2. Put the pictures in the correct order.



Everyday English

4 Match the pictures with the phrases.

1 Try it. 2 Look! 3 What's happening?



VOCABULARY: *smell – riechen; lovely – schön, lieblich; You can't catch me! – Du kannst mich nicht (ein)fangen!; I'm very fast! – Ich bin sehr schnell!; I can climb up trees! – Ich kann auf Bäume klettern!

Now go back to page 38. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 16 (Revision)

WB p. 48

At the end of unit 5 ...

you know

- ☐ words for daily routines
- ☐ how to use the present simple
- ☐ how to use adverbs of frequency
- ☐ the days of the week

you can

- ☐ say what you and other people do every day
- ☐ say how often you do something
- ☐ understand simple instructions
- ☐ understand something about their daily routine
- ☐ ask simple questions about a picture
- ☐ write sentences about your daily routine

Vocabulary Routine words

2/14



1 a Listen and write the numbers.

☐ get up☐ have breakfast☐ go to school☐ have dinner☐ do homework☐ go to bed

b In pairs, mime, ask and answer.

Have breakfast?

Yes! That's right!

c Look at the photo stories on page 49. Find and say the routine words.

Photo 5: get up

2 a Watch part 1 of the video.

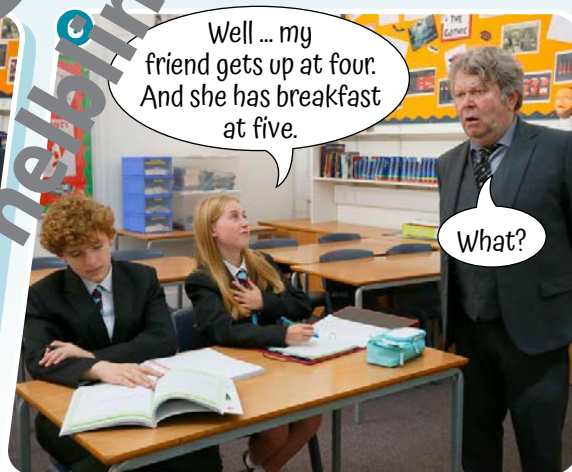
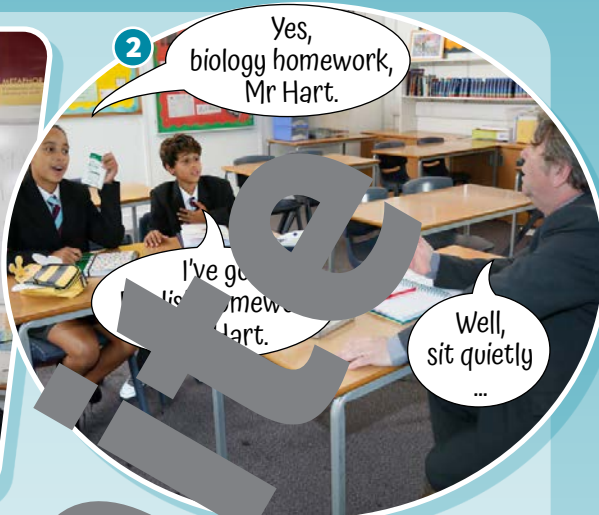
b Read the photo story. How many of these tasks can you do?

- | | | |
|------------------------------|---------------------------------|---------------------------------|
| 1 Alis ... | T / F | |
| 2 Oliver ... | T / F | |
| 3 Mr Hart ... | <input type="checkbox"/> angry. | <input type="checkbox"/> happy. |
| 4 ... at* | <input type="checkbox"/> five. | <input type="checkbox"/> six. |
| 5 ... friend ... at four. | | |
| 6 Lily's friend ... at five. | | |

VOCABULARY: *at (three) – um (3 Uhr)

3 Watch part 2 of the video. Who says it? Write Mr Hart, Oliver or Lily.

- | | |
|--|---|
| 1 "I go to bed at nine!" | 4 "She's my friend, too!" |
| 2 "My friend has dinner at six." | 5 "Bluebell hasn't got homework." |
| 3 "Bluebell." | 6 "Oh, very good." |



Let's ... what you do every day



4 In pairs ... and say.

I get up at six. What about you?

I have breakfast at ... and I go to school at ... What about you?



I get up at ...
I have breakfast at ...
What about you?

2/15

1 Look and write *Ahmed and Alissa, Mr Hart or Bluebell*. Listen and check.

- 1 gets up at five.
- 2 has breakfast at five.
- 3 do homework at four.

2/16



2 Listen and read.

LANGUAGE BOX

- 1 I **get** up at six. 5 It **goes** to bed at night.
- 2 You **have** breakfast at seven. 6 We **have** dinner at seven.
- 3 He **does** homework at five. 7 You **do** homework at five.
- 4 She **gets** up at seven. 8 They **go** to school at eight.

Look!

I/you/we/they	he/she/it
get	gets
have	has
go	goes
do	does

3 Match the sentences from 2 with the pictures. Write 1-8 in the boxes.

4 Cover the language box and look at the pictures in 3. Say sentences with *I, you, he, she, it, we, they*.

Picture 1. It ...

Picture 2. You ...

Picture 3. He ...

Picture 4. It ...

5 Check your answer.

What about number 1?

She ... at ...

They ... at ...



A song

2/17+18



1 Listen and sing.

The cool cat

This is Clementine, the cool, cool cat.
She's always hungry, and she eats all that! (x2)

On **Monday** she eats lots of burgers.
On **Tuesday** she eats lots of steaks.
On **Wednesday** she eats lots of hot dogs.
On **Thursday** she eats lots of cakes.

This is Clementine ...

On **Friday** she eats lots of ice cream,
and pizzas and pasta too.
She eats and eats lots of pasta.
It's all too much – there you go!

This is Clementine ...

On **Friday** evening she goes to bed.
She has no dinner. She feels so sick.
On **Saturday** and **Sunday** she sleeps all day.
But on **Monday** morning she's really quick!
This is Clementine ...

She goes out to be a sports to run.
She runs and runs and runs in the sun.
She goes to the pool, she starts to swim.
She does every day, and has lots of fun.

This is Clementine, the cool, cool cat.
She's always hungry, and she eats all that!
And our Clementine, the cool, cool cat,
is now super fit and looks like that!
This is Clementine.



2/17



2 a Look at the pictures. Listen and write the days of the week.



1



2



3



4



5



6

Friday evening



7

.....and



8

Monday morning

b In pairs, look and say.

Monday.

She eats lots of ...

2/19

**1 a** Listen and read.

First:



always / eat burgers



often / eat pasta



never / swim

Then:



always / go to the gym



often / run in the sun



sometimes / eat pizza

b Look at the pictures and say.

First, Then,	the cool cat	always often sometimes never	eats ... swims ... goes ... runs ...	Look! I often do homework at four. Dinner is always at six.
-----------------	--------------	---------------------------------------	---	---

2/20

**2** Listen and read.**LANGUAGE BOX**

	always	often	sometimes	never
Monday	✓		✓	
Tuesday		✓		
Wednesday	✓	✓	✓	
Thursday		✓		
Friday	✓			
Saturday				
Sunday	✓			
	get up at seven	eat ice cream	run to school	sleep all day

1 I **always** get up at seven.3 She **sometimes** runs to school.2 You **often** eat ice cream.4 They **never** sleep all day.**3 a** Write sentences about you. Use adverbs of frequency.

On ...	always often sometimes never	get up at ... have breakfast at ... go to school at ... eat ... go to bed at ...
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

b Read the sentences out to a partner.**c** Read your sentences out in class.

Sounds right Word stress

2/21



1 Listen and repeat.

Monday, Tuesday, Wednesday. Great.
Thursday, Friday. I can't wait!

Saturday and Sunday.
the 'no school today' day!

2/22



2 a Listen to the interview. Circle T (True) or F (False).

- 1 The questions are about Thursdays. T / F
- 2 The children go to the same school. T / F

2/22



b Listen again and write the correct times.



Gary

1

.....

3

.....

Nicola

2

.....

6

.....



Gary

9

.....

11

.....

Nicola

10

.....

12

.....



3 a Listen to the tape. 2b again. Talk about Gary and Nicola.

On Mondays, Gary gets up at ...

b Now try to talk about your week for a minute.

On Mondays, I get up at ...

On Tuesdays, I ...

- 1 Look at the pictures and read the story. There are two mistakes in each part of the story. Find them and write the correct information.

Ruby and Fred get up. They are tired. They go downstairs to the kitchen and have breakfast. It's nine. They get their school bags. Ruby has got a red school bag and Fred has got a blue school bag. Hurry up, children! It's school time!



1 It isn't nine. It's eight.

2

The children leave the house and go to school. They are very late. They run. They get to school at eight. But there is a problem. The school is closed. There are no children outside the school. There is only an old man and his dog. "This is strange*," Ruby says. "Yes, very strange," says Fred.



3

4

"Have you got your phone?" Ruby asks Fred. "Yes," says Ruby. "This phone is yellow," says Fred. "It's yellow," says Ruby. Fred turns on the phone. The phone says "9:00 SATURDAY". Ruby says, "That's strange." There is no school today. The children walk home. They are angry, but they are also happy.



5

6

2/23



1 a Listen and answer: Who is the farmer's friend?

2/23



b Listen again. Fill in the missing words.

The farmer's friend

Farmer Oh, what a day! I'm so tired! Look at you, happy sheep. You know, I ¹ at five every day! You ² at six. Then I ³ at seven!

Voice Baaa!

Farmer I know! Poor me. I'm so hungry ... I sometimes ⁴ at nine! And I ⁵ at eleven!

Voice Baaa-baaa! Poor you!

Farmer I know! Poor me ... I'm so tired. You sheep are never happy ... you always eat!

Voice Yes, we are hungry! We sometimes ⁶ at nine. We often ⁷ at nine.

Farmer I know! Poor me. Here's an apple.

Farmer Eh? An apple? Thank you! Wait a minute ... are you ... are you a sheep?

Voice Yes! I'm a sheep! Baaa baaa.

Farmer Oh, dear. A talking sheep! I am tired. Is it a dream?

Voice Yes, it's a dream! Here's the apple!

Farmer Now! Thank you, sheep!

Voice You're welcome, Dad!

Farmer Dad? Wait a minute! Tara is that you?

Voice Ha ha, yes, it's me! I'm in the tree!



2/24



c In pairs, discuss the sketch.

2 In pairs, do a role-play on A or B.

A Listen. Act out the dialogue.

- 1 Mum Jonny! Go to bed!
Jonny But Mum ...
Mum Jonny! Go to bed now!
Jonny But Mum ... the cat is in my bed!

B Listen. Act out the dialogues. Choose one. Change it.

- 2 Marco What's that?
Diane It's my breakfast! I often have breakfast at school.
Marco But not in class! The teacher is here!
Diane Ah!

2/25



1 Look at the photos. Listen to the words.



1 listen to music



2 read a book



3 sleep



4 say please and thank you



5 start the day with a positive thought*



6 do what I like

VOCABULARY: *positive thought – positiver Gedanke



2 a Read the article.

HERE ARE FIVE TIPS FOR FIVE TIPS FOR A GOOD LIFE

Learn to ... **have a good life**

1 Start the day with a positive thought.

Lara is twelve. She is a very positive girl. Lara is nice to people. Her friends like her very much. "From Monday to Friday I always get up at six. On Saturday and Sunday I get up at eight. I get out of bed. I say, 'I'm a nice person. Thank you please and thank you. Today is a wonderful day.'"

2 Read.

Jamie is eleven. He starts his day with a book. Jamie says, "I always read before breakfast. I love books. Books are my friends."

3 Make a list for the day.

Lara says, "I often make a list for the day. That helps me plan my list for today:

- Pack my school bag.
- Take my school bag to school.
- It's Annie's birthday. Write a card for her.
- Eat an apple!
- Play table tennis with Jane and Yusuf."



4 Do what you really like.

Jamie says, "I love music. So I often listen to music. I do my homework. Then I stop for twenty minutes and listen to my favourite music. It's great!"

5 Sleep.

An old person sleeps five hours a day. A horse sleeps three hours. A guinea pig sleeps four hours. A cat sleeps 12–16 hours. And you? Lara says, "Sleep is important. I sleep nine or ten hours every night. This gives me a lot of energy!"

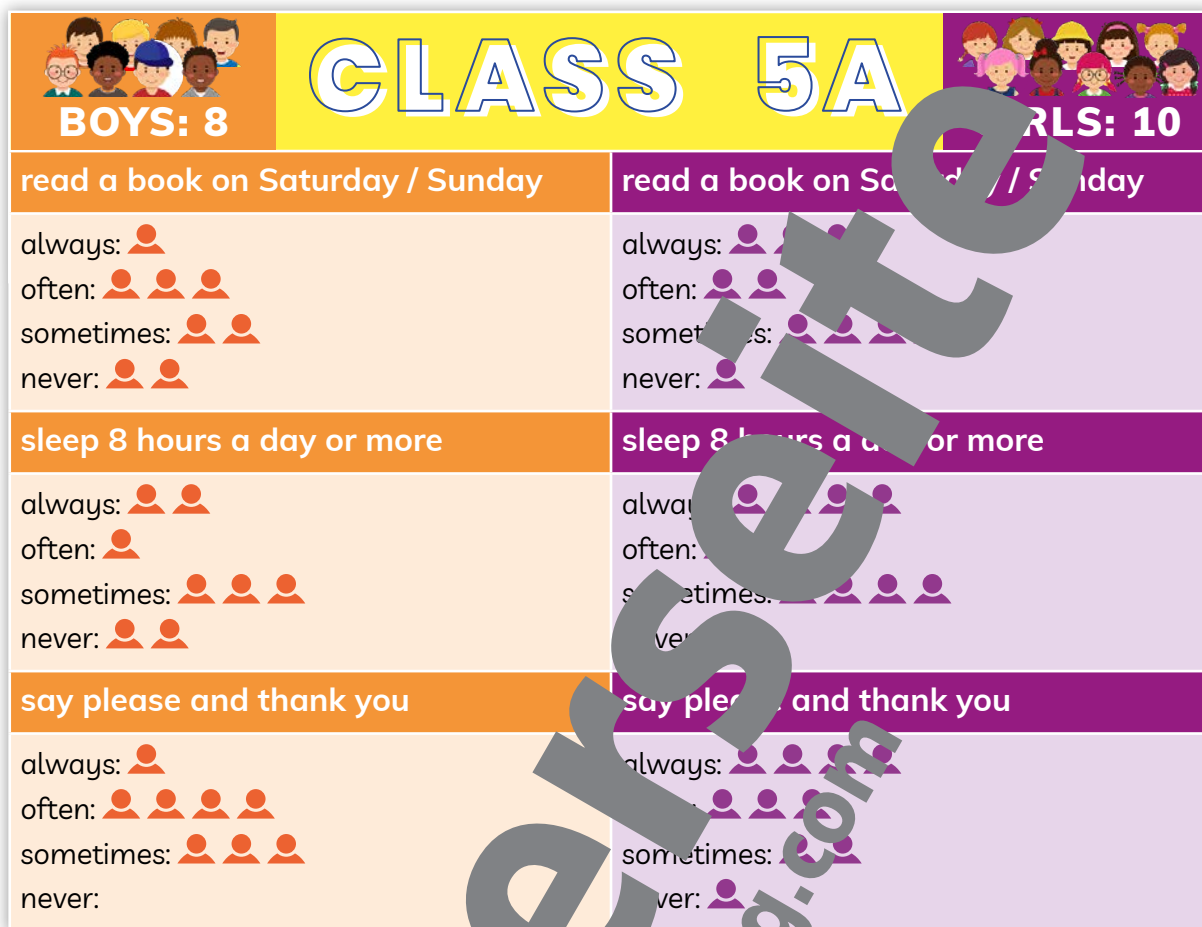
2/26+27+28



b Read again. Circle T (True) or F (False). Then listen and check.

- | | | | |
|---------------------------------|-------|--|-------|
| 1 Lara is a very positive girl. | T / F | 4 Jamie always reads a book before dinner. | T / F |
| 2 Lara's friends like her. | T / F | 5 He never listens to music. | T / F |
| 3 She always gets up at six. | T / F | 6 A cat sleeps three hours a day. | T / F |

1 a Look at the chart. How many children are in class 5A?



b Look at the chart again. Write sentences about class 5A.

One boy always reads a book on ...
 ... boys sometimes ...
 ... girls always read a book on ...
 ... girls never ...
 ... boys often ...

2 a Choose three routines in your class.

eat pizza on Saturday / Sunday
 eat chocolate
 watch a film on Saturday
 listen to music in bed
 play football
 go to bed at ten or later on Saturday

b Say one sentence for each of the routines.

I always go to bed at ten or later on Saturday.
 I always listen to music in bed.

3 a Make a chart on the board.

b Look at the poster in 1a. Make a poster for your class.

Now go back to page 48. Check with a partner what you know / can do.



6

Food

At the end of unit 6 ...

you know

- ☐ words for food and drinks
- ☐ verbs to talk about food
- ☐ how to use the present simple negative
- ☐ how to use object pronouns

you can

- ☐ say what you, your family and friends like or don't like
- ☐ understand short texts and dialogues about food
- ☐ understand a story
- ☐ write sentences about your lunchbox
- ☐ write a dialogue

Vocabulary Food

2/29



1 a Listen and write the numbers.



☐ bacon



☐ sausages



☐ chicken



☐ cheese



☐ an onion



☐ a chilli



☐ bread



☐ water



☐ milk



☐ crisps



☐ ketchup



☐ a sandwich

b In pairs, ask and answer.

I like chicken. What about you?

Me, too. / I don't like it.

c Look at the photo story on page 59. Find and say the food words.

Photo 1: crisp

2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

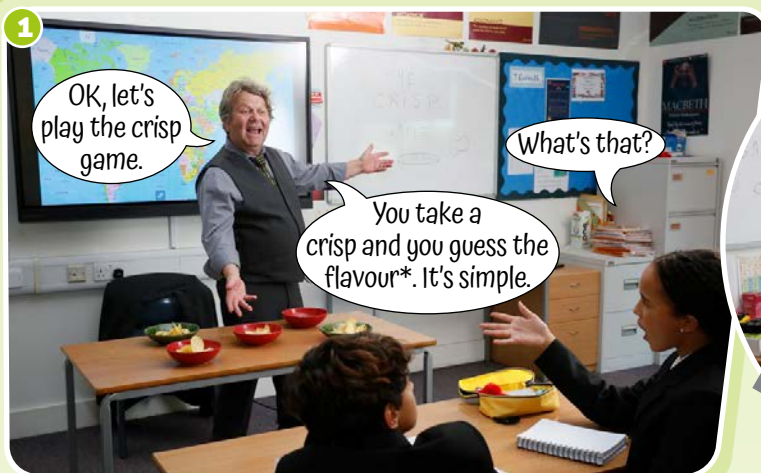
- 1 The children play the ☐ crisp game. ☐ sandwich game.
- 2 The ☐ crisp is ☐ bacon and onion. ☐ cheese and onion.
- 3 Lily ☐ and onion crisps. T / F
- 4 Alissa ☐ crisps. T / F
- 5 ☐ I don't like sausage and ☐ crisps.
- 6 ☐ and ☐ don't like the game.

3 Watch part 2 of the video. Complete the sentences.

- 1 asks Mr Hart to play the crisp game.
- 2 He gets some crisps from his
- 3 says, "Eat it, Mr Hart."
- 4 The crisps are flavour.
- 5 Alissa gives Mr Hart some

The After School Club 6 The crisp game

6



VOCABULARY: *flavour – Geschmack

Let's ... to food

4 In pairs, ... and say. Then point at a picture in 1a and say.



apple



banana



orange



broccoli



tomato

Yuck.

It's delicious.

That's good/bad for you.

6 Steps to grammar 1 Present simple (negative)

1 a Look at the photo story on page 59 again. Write the missing names.

- 1 doesn't like the cheese and onion crisps.
- 2 likes the cheese and onion crisps.
- 3 and like the chicken crisps.
- 4 and don't like the sausage and ketchup crisps.

2/30



b Listen and check.

2/31



2 Listen and read.

LANGUAGE BOX

- | | |
|----------------------------------|---------------------------------|
| 1 I don't like milk. | 4 It doesn't like bread. |
| 2 You don't like chicken. | 5 We don't like eggs. |
| 3 She doesn't like water. | 6 They don't like milk. |

Look!

I/You/We/They **don't** like onions.

He/She/It **doesn't** like onions.

don't

doesn't

3 Match the sentences from 2 with the pictures. Write 1-6 in the boxes.



4 Cover the language box. Look at the pictures in 3. Say sentences with *I, you, she, it, we, they*.

Picture A. I don't like ...

Picture B. We ...

Picture ...



5 In pairs, talk about you, your family and your friends.

I don't like ...
My best friend doesn't like ...



My sister doesn't like ...
My mum and dad don't like ...

A song

2/32+33



1 a Listen and sing.

Luke's café

Every day,
hey, hey, hey,
we meet at
Luke's café. (x2)

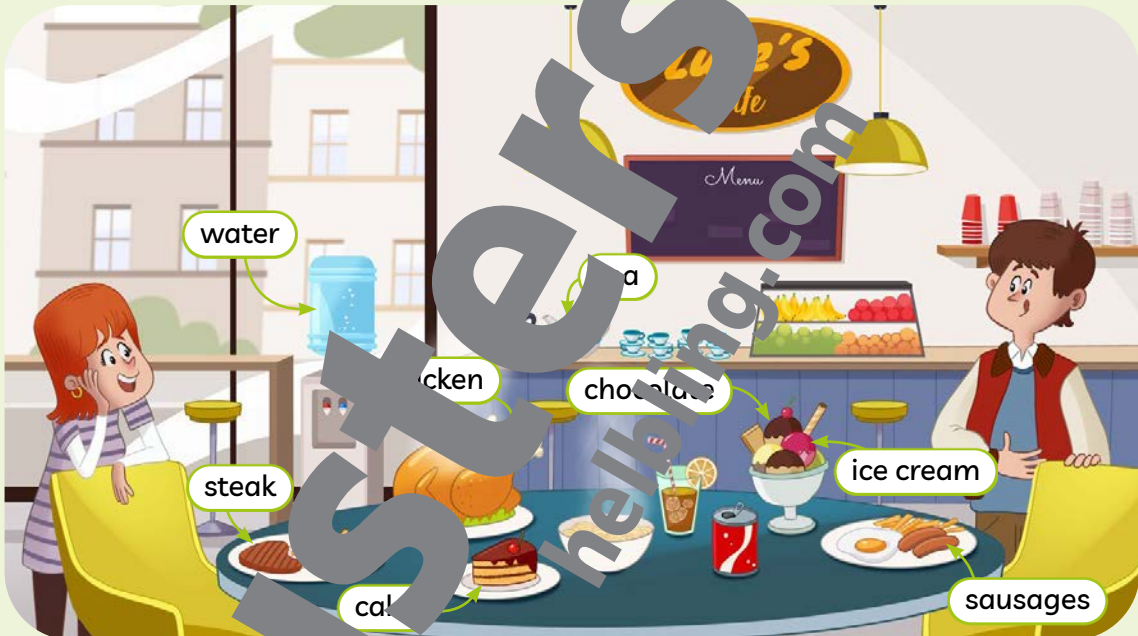
We eat chicken.
We eat steak.
We eat ice creams.
We eat cake.

We love crisps,
and burgers too.
We like sausages.
What about you?

Every day,
hey, hey, hey,
we meet at
Luke's café. (x2)

We order a cake. Every day,
We order a cake. hey, hey, hey,
We think the waiter we meet at
that's for real. Luke's café. (x2)

The things we had Every day.
is when it's late,
and brought us out
at Luke's.



2/32



b Listen and cross out food in the picture that is not mentioned in the song.

2 In pairs, talk about your favourite restaurant/café for a minute.

We sometimes/... go to ...
I like/love ...
I like, but I don't like ...
I hate ...
My dad/mum/brother orders ...
He/She often eats/drinks ...
He/She loves ...
He/She doesn't like / hates ...



6 Steps to grammar 2 Object pronouns

2/34



1 a Listen and read.

Dad The food's here. Mmh. I'm hungry.
 Waiter OK. A nice big steak and chips. Is that for you, sir?
 Bob No, the steak is for me.
 Dad Yes, give the steak to him, please.
 Waiter And I've got some chicken and chips. Who's that for?
 Julia Me.
 Dad OK, so please give the chicken to her.
 Waiter And I've got some sausages and chips. Who wants sausages?
 Max & May The sausages are for us.
 Dad The twins. OK, give the sausages to them, please.
 Waiter OK, enjoy your meal.
 Dad What about me? Where's my food? Waiter. Waiter!
 Julia Here, Dad. Have a chip.



2/35



2 Listen and read.

b Look at the picture. Draw lines from the food to the people.

LANGUAGE BOX

- | | |
|-------------------------------------|--|
| 1 The steak is for me . | 5 The water is for it . |
| 2 The bacon is for you . | 6 The sandwich is for us . |
| 3 The sausages are for him . | 7 The chilli crisps are for you . |
| 4 The crisps are for her . | 8 The bread is for them . |

Look!

I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

3 In groups, play the present* game.

VOCABULARY: *present – Geschenk

a Draw three presents on separate pieces of paper.

b Give your presents to people in your group.



Sounds right /tʃ/

2/36



1 Listen and repeat.

Ketchup, chicken,
chilli, cheese.

Put it in a sandwich.
Hurry, please!

2/37



2 a Listen to the mini-dialogues. Choose the correct answer.

1 What is for lunch today at school?



4 What is Jim's favourite flavour of crisps?



2 What has Alex got in his sandwich?



5 What time is dinner?



3 What drink is in Lucy's lunchbox?



6 What's on the pizza?



2/37



b Listen again. Choose (True) or F (False).

1 Jim is happy to have steak for lunch.

T/F

2 Alex has got chicken in his sandwich.

T/F

3 Lucy has got cheese and onion crisps in her lunchbox.

T/F

4 Lucy gives her chocolate bar.

T/F

5 Alex has got two packets of crisps in his packed lunch.

T/F

6 Jim doesn't like pizza.

T/F

7 None* of the children like the pizza.

T/F

VOCABULARY: *none – keiner/keine

1 a Read and match the lunchboxes with the children. Write the names.



1



2



3

There's a packet of cheese and onion crisps in my lunchbox. Great. I love them. There's a banana. That's good. There's a tomato and cheese sandwich – my favourite! And a bottle of orange juice. Perfect. Thanks, Dad.



Lana

What's for lunch today? – a cheese sandwich. No cheese! A bottle of water. No crisps. No banana! It's a disaster!



Lucy

I've got a cheese sandwich in my lunchbox today. I always have cheese sandwiches. They're OK. I've got a packet of chicken crisps and a bottle of water. It's not very exciting.



I've got a sausage sandwich for lunch today. I love sausage sandwiches. They're my favourite. I've also got my favourite crisps – bacon and onion. I've got a bottle of orange juice and an apple. It's the perfect lunch.



Liam

b Read again and draw a face (happy or sad) for each person.

Lance



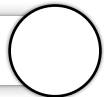
Liam



Lucy



Lana



2 What's in your lunchbox? Draw a picture and write about it.



.....

.....

.....

.....

.....

.....

.....

.....

2/38



1 a Listen to the sketch. Then read it out.

At a Chinese restaurant

Mum Mmmh – Chinese food! I love it.
 Tony Yeah, great. I love it too.
 Waiter Good evening. Here are the menus.
 Tony I want the sweet and sour pork*.
 Mum You always order the sweet and sour pork. Try something different.
 Tony I don't want to. You try something new.
 Mum OK. Let's see. I'll take number 124. I feel lucky today.
 Waiter Are you sure?
 Mum Yes, of course.
 Waiter Are you really, really sure? You want Jī zhuǎ.
 Mum Jī zhuǎ. Exactly. One sweet and sour pork and one Jī zhuǎ.
 Waiter Very good.
 (Fifteen minutes later)
 Waiter Here's your sweet and sour pork, young man.
 Tony Thank you.
 Waiter And here's your Jī zhuǎ.
 Mum Oh my gosh! What is that?
 Waiter Number 124. It's Jī zhuǎ.
 Mum What is it?
 Waiter Chicken feet. In a hot* sauce.
 Mum I don't like it.
 Tony I don't eat that.
 Mum Don't worry. I'll eat it, Mum.



VOCABULARY: *sweet and sour pork – Schweinefleisch süß-sauer; hot – scharf

2/38



b Listen again. Circle T (True) or F (False).

- | | | |
|---|--------------------------|-------|
| 1 Mum and Tony love Chinese food. | 4 Mum feels lucky. | T / F |
| 2 Tony wants to order sweet and sour chicken. | 5 Mum orders 124. | T / F |
| 3 Mum tells Tony to try another meal. | 6 She knows what it is. | T / F |
| | 7 Mum gets chicken feet. | T / F |
| | 8 She loves them. | T / F |

2/39



2 In pairs, do option A or B.

A Listen. Act out one dialogue.

1 Hanna Dad, can I order the burger?
 Dad Yes, of course. You always order the burger.
 Hanna I love burgers.
 Dad Burgers aren't healthy. Order something healthy.
 Hanna The chicken nuggets?
 Dad Yes, Hanna!

B Listen. Act out the dialogues. Choose one. Change it.

2 Mum Here's a cheese and tomato salad for you.
 Noah But I hate tomatoes.
 Mum They're good for you. Very healthy.
 Noah Mum, I don't like them. What else is there?
 Mum Spaghetti.
 Noah With tomato sauce?
 Mum Yes, of course.
 Noah OK, I'll take it.

Look!

1 tomato → 2 tomatoes



1 a Read Marisa's diary.

My big brother – the cook

Monday

Mum and Dad are away. My brother Alan is the cook. He thinks that he's a very good cook. "I can cook for you, Marisa," he says. "No problem, I'm an excellent cook and I love to experiment!"

In the morning, he puts muesli in front of me. I don't like it very much, but with lots of milk it's OK.

In my lunchbox, he puts four apples. "Very healthy, Marisa," he says. At school, I give three apples to my friend Jenny. She loves apples.

In the evening, he cooks jam and eggs. "Jam and eggs?!" I say. "Well," he says, "ham and eggs is unhealthy. But jam is OK. It's an experiment. Try it."

I don't eat it. I'm not crazy.



Tuesday

It's the same again in the morning. Muesli, muesli, muesli. And for my lunchbox: a sandwich with crisps in it. Cheese and crisps. "Try it," Alan says. "It's my favourite kind of sandwich. I think it's disgusting."

For dinner, we have sausages in milk. "What?" I say. "In milk?" Alan says, "You know it's very good for you." "But not with sausages," I say.

"Why not? It's an experiment," he says. Mum and Dad are here are you?

Muesli in the morning. No lunchbox. I buy a big sandwich and a bottle of apple juice. At school, I have a great lunch. After school, hooray! Mum and Dad are back.

Let's have a Chinese takeaway, Dad says. "Good idea!" Mum and I shout. But I want to make a pineapple-banana pizza," my brother says. "I like to experiment."

"No way, Alan!" I shout.



2/40+41+42



b Read the text again. Match the sentence halves. Draw lines. Listen and check.

- | | |
|--------------------------------|--------------------------|
| 1 For breakfast, Alan says | a sausages in milk. |
| 2 For lunch on Monday she gets | b gets a crisp sandwich. |
| 3 Monday evening | c a Chinese takeaway. |
| 4 For lunch on Tuesday she | d gets muesli. |
| 5 Mum and Dad is | e jam and eggs. |
| 6 On Wednesday, Dad orders | f four apples. |

2 It's lunchtime on Saturday. Mum and Dad are away again. Marisa's the cook. Write a diary entry for Alan (50–70 words). Write about:

- what Marisa cooks
- what experiment she makes
- what you like / don't like about the food

Start like this:

Mum and Dad are away again. But today Marisa's the cook. ...



1 Remember episode 2. Write the words under the pictures.

squirrel Druff wolf



1



2



2 Use the code to write the words. CODE: A = 1, B = 2, etc.



— (4) — (18) — (5) — (19) — (19)

— (3) — (5) — (2) — (12) — (1) — (18)



— (6) — (9) — (18) — (5)

— (16) — (1) — (9) — (20) — (9) — (14) — (7)



3 Watch episode 3. Complete the sentences with the verbs.

meets helps jumps calls finds take walks* sees

- Jenna out of the room.
- Jenna Aiden.
- Aiden the name.
- Aiden Jenna's walk.
- Aiden Jenna upstairs.
- Jenna the painting.
- Victoria into the room.
- Aiden out Victoria has a secret.

Everyday English

VOCABULARY: *walk – gehen

4 Complete the mini dialogues with the phrases from the box.

Well done! But it's true. Promise.

- | | |
|--|--|
| Jenna Is it safe? | Jenna Look. I can walk. |
| Aiden Yes, it is. | Aiden Yes, you can. ³ |
| Jenna I can walk. | Aiden I don't believe* you. |
| Aiden You can try it. ² | Victoria ⁴
You must* believe me. |

VOCABULARY: *safe – sicher; believe – glauben; must – müssen

Now go back to page 58. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 24 (Revision)

WB

p. 71

7

My family and friends

At the end of unit 7 ...

you know

- ☐ family words
- ☐ how to use present simple questions
- ☐ possessive adjectives
- ☐ adjectives to describe people

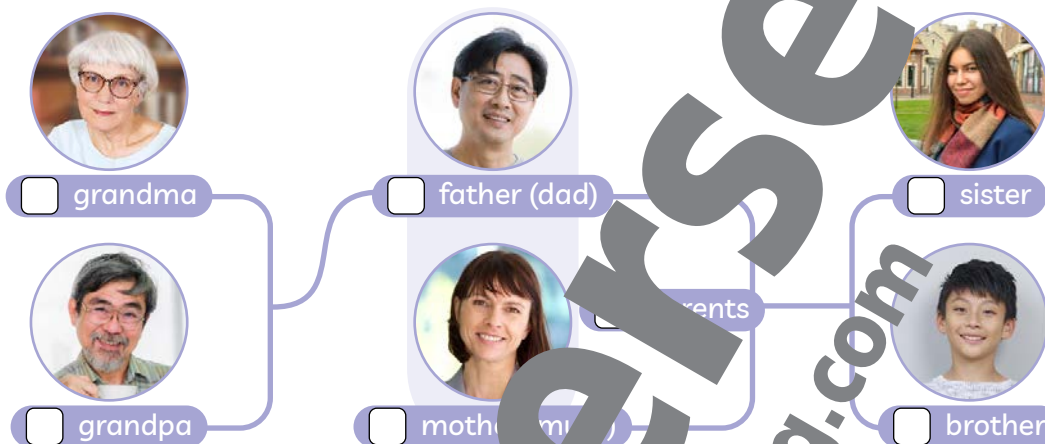
you can

- ☐ ask someone what they (can) do
- ☐ ask and answer simple questions about family and friends
- ☐ describe your family
- ☐ understand and talk about their families
- ☐ understand a video and a sketch
- ☐ understand a short story about a youth magazine about animal families

Vocabulary Family

3/1

1 a Listen and write the numbers.



☐ best friend

b Talk about your family and friends.

I've got two brothers. I have a ...

My grandma's name is ...

c Look at the photo story on page 69. What does Miss Tilki say about sports?

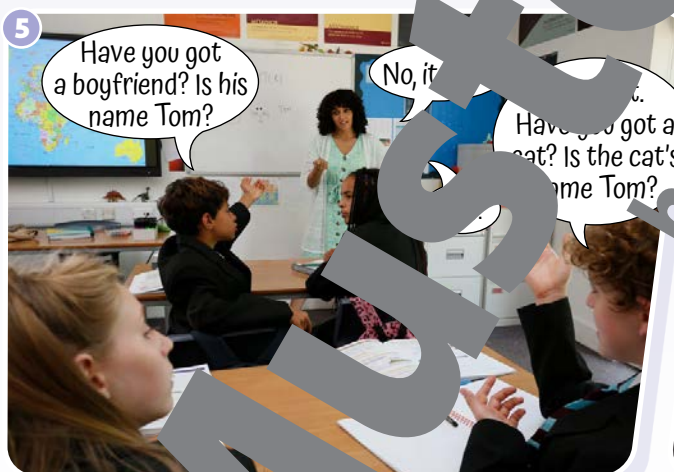
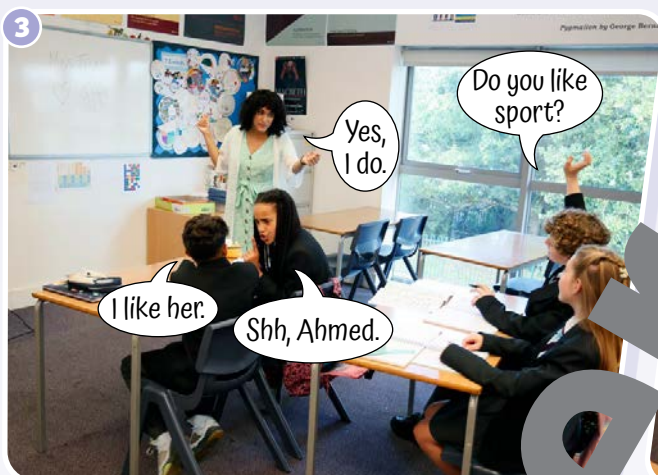
2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- 1 The teacher's name is Miss Tilki. T / F
- 2 She is ... years old. T / F
- 3 Miss Tilki likes ☐ BMX biking. ☐ basketball.
- 4 ... is Miss Tilki's ☐ boyfriend. ☐ cat.
- 5 ... you ... Miss Tilki likes pets? Why (not)?
- 6 What do we know about Miss Tilki's family?

3 Watch part 2 of the video. Who says it? Write *Miss Tilki*, *Miss Tilki's father* or *Lily*.

- 1 "There's someone at the door."
- 2 "Oh, really?"
- 3 "These are for you."
- 4 "Thanks, Dad!"



Let's ... you like ...? / Does he/she like ...?

4 In pairs ... and answer.

Do you like basketball?

Yes, I do. / No, I don't.

Does ... like ...?

Yes, he/she does. / No, he/she doesn't.



3/2



1 Remember the photo story. Write the answers from the box. Listen and check.

Yes, I do. No, I don't. No, she doesn't. Yes, he does.

- 1 "Miss Tilki, do you like football?"
- 2 "Miss Tilki, do you like basketball?"
- 3 "Miss Tilki, does your mother own a restaurant?"
- 4 "Miss Tilki, does your father cook?"

3/3



2 Listen and read.

LANGUAGE BOX

- 1 Do you **like** cats? – No, I **don't**.
- 2 Do you **like** snakes? – Yes, I **do**.
- 3 **Does** your mum **like** football? – Yes, **she does**.
- 4 Pam and Sue, **do** you **like** music? – Yes, **we do**.
- 5 Do Tim and Sue **like** ice cream? – No, **they do**.

- Look 1
- A Do you/we/they **like** sport?
B Yes, I/you/we/they **do**.
No, I/you/we/they **don't**.
- Look 2
- A Does he/she/it **like** cornflakes?
B Yes, he/she/it **does**.
No, he/she/it **doesn't**.

3 a Find the questions and answers in 2 and write them under the pictures.



- A Do you ? and Sue,
B No, ?



- A
B
B
B



- A Tim and Sue
.....
B
B



- A
.....
B
B



- A it
.....
B
B



- A he
.....
B
B

3/4



b Listen and check. Then act out the mini-dialogues.

c In pairs, ask and answer.

Do you like ... ?
Do your parents ... ?
Does your mother/father/
brother/sister/best friend ... ?

Yes, I do. / No, I don't.
Yes, they do. / No, they don't.
Yes, he/she does. / No, he/she doesn't.

A song

3/5+6



1 a Listen and sing.

Family and friends

Tall and short and chubby,
pretty, fit and smart.
My friends and all my family,
are always in my heart.

Does your mum like to run?
Does she do sport all day?
My mum is tall and fit.
She always wants to play!
Tall and short and chubby ...

Do your friends like to dance?
Do they jump into the sky?
My friend Steve is very short
but he jumps up very high.

Tall and short and chubby ...

Does your dad like to read?
Does he always have a book?
Yes, he's really smart.
but he never likes to cook!

Tall and short and chubby ...



b In pairs, ask and answer the questions from the song.

Does your mum like to run? Yes, she does. / No, she doesn't.

2 a Look at the pictures. Choose the correct word.



tall / short



short / tall



fit / chubby



tall / pretty



fit / chubby



b In pairs, ask and answer.

Does your mum like to play sport?

Yes, she does. She's very ... /
No, she doesn't. She likes ...

Does your dog eat everything?

Yes, he does. He's very ... /
No, he doesn't. He doesn't like ...

7 Steps to grammar 2 Possessive adjectives

3/7



1 a Listen and read.

Mum What is this?! Kyra, come here!
 Kyra What?
 Mum Look at this! Clean up your shoes!
 Kyra They aren't my shoes, Mum! Ask Rohan! They are his shoes!
 Mum Rohan! Come here!
 Rohan What's wrong, Mum?
 Mum Clean up your shoes!

Rohan They aren't my shoes, Mum! Ask Dad! They are his shoes!
 Dad What?!!
 Mum Clean up your shoes!
 Dad ... let's see ... wait a minute!
 Grandpa Hello, everyone! Where are my shoes?
 Mum Grandpa!

b Read again. Circle the correct answer.

- 1 Clean up *our* / *your* shoes!
- 2 They aren't *my* / *their* shoes.
- 3 They are *its* / *his* shoes.

3/8



2 Listen and read.

LANGUAGE BOX

- 1 This is **my** friend, Kyra.
- 2 **Your** friend is short.
- 3 **His** name's Rohan.
- 4 **Her** name's Julie.
- 5 This is **my** cat. **Its** name is Speedy!
- 6 **Our** parents are tall.
- 7 Hi, Julie! **Your** hair is nice today.
- 8 **My** animals are friendly.

Look!

I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

3 Look at the pictures. Complete the sentences with the words from the box.

your his my their



1 This is car.



2 This is baby.



3 This is dog.



4 My parents and I live here. This is house.



5 Hey! This is book!



6 This is Tina! She's best friend.

Sounds right /w/

3/9



1 Listen and repeat.

William, Wanda, Wendy and Wayne
are all in my family. What's your name?



3/10



2 a Listen and write the names in the picture.

Lucy Jackie Mike Tom



1

2

4

VOCABULARY: *forty-three – dreiundvierzig; forty-nine – neunundvierzig

3/10



b Listen again. How old are Lucy and Tom?

Lucy: Tom:

3 a Draw a picture of your family in your exercise book.

b In pairs, ask and answer questions about your families.

What's his/her name?

How old is he/she?



That's ...

His/Her name's ...

He/She's ...

1 a Look and read. Write the number of the sentences in the correct speech bubble. There is one extra sentence.

- | | |
|--------------------------------|--------------------------------------|
| 1 Chocolate – my favourite! | 4 I want to go back to the hotel. |
| 2 Where is my hat? | 5 The water looks very cold. |
| 3 Stop, Spike! I want my ball. | 6 Come on, Dad. Let's go for a swim. |



b Look at the picture. Circle T (True) or F (False).

- | | |
|---|-------|
| 1 The dog has got a blue and yellow ball. | T / F |
| 2 The little boy is running. | T / F |
| 3 The woman has got a sandwich. | T / F |
| 4 The little girl wants to swim. | T / F |
| 5 The big girl likes the sun. | T / F |
| 6 The man wants the ball. | T / F |

2 Write questions about the picture for your partner to answer.

- 1 ?
- 2 ?
- 3 ?
- 4 ?

3/11



1 a Listen and answer: What is Derek?

3/11



b Listen again. Fill in the missing words.

Grandpa's story

Anna Grandpa! Please tell me and Daisy a story!

Grandpa Daisy?

Anna Yes, Daisy. My ¹

Grandpa Your fish? Does your fish like stories?

Anna Oh yes, she ²

Grandpa OK! Do you like stories about ³

Anna Yes, we do!

Grandpa Great! So ... this is a story about a bird called Derek.

Anna ⁴ name is Derek?

Grandpa Yes! And Derek is very happy. Derek has got a ⁵

Anna What is ⁶ brother called?

Grandpa Umm ... his brother's called Eric.

Anna His brother is called ...

Grandpa Yes! Eric is a very smart bird. Derek isn't very smart. He eats everything. One day, Eric sees a cake.

Anna Mmm ... I like it!

Grandpa Yes, but this cake is orange and ... And it's in a ⁷

Anna A cake in a ⁸

Grandpa Yes! No ... does Derek ⁹

Anna Yes! Derek eats the cake.

Grandpa Oh! Eric says, "Don't eat the cake! It's not a cake!"

Anna And what does Derek do?

Grandpa Derek says, "I want to eat the cake." But Eric is right. The cake is not a cake ... The cake ... is a ¹⁰! And that's the end of Derek.

Anna Grandpa! That's a

¹¹ story! Tell me a ¹² story, please!

Grandpa OK ... well, there's a ¹³ cat in a tree.

Anna Grandpa!!



3/12



2 In pairs, ...



A Listen. Act out the dialogue.

Teacher Do you want to play?
Jane Sorry, Jane. I'm tired.
Jane Does Dad want to play?
Dad Yes! I want to listen to music and dance!
Jane Umm ... OK ... but not your music!

B Listen. Act out the dialogues. Choose one. Change it.

2 Teacher William? Do you have your homework?
William Sorry, Miss! My brother's got my homework.
Teacher And where is your brother?
William He's at home!
Teacher But it's school time!
William Yes, Miss, but my brother is two years old!

1 Do option A or B.

A In pairs, ask and answer.

- Do you like elephants?
- Do elephants live in families?
- Do elephant mums and dads live together?

B Find out on the internet:

- What's 'male' and 'female' in German?
- Do elephants live in a zoo or in the wild?
- What's 'daughter' in German?

2 a Read the article.

A mum is the boss

Do elephants live in families?

Yes, they do. Elephants often live in big families. The families are called herds. In one herd there are sometimes 20 elephants or more.

Does an elephant dad lead* the herd?

No, he doesn't. The elephants in a herd are usually* a mum, sons, sisters and daughters. The leader is always an older elephant. The mum is the boss. And there are the daughters, and the children of the daughters. The mums help each other. They 'babysit' for each other.

Do other animals also 'babysit' for each other?

Yes, they do, but it doesn't happen very often.

Do male elephants live with the family?

No, they usually don't. They often live alone or in new small groups with other male elephants.

Do elephants live for a very long time?

In the wild, elephants usually live for 60 years. In zoos elephants can live longer. There are 80-year-old elephants in some zoos.



VOCABULARY: *lead – führen, usually – normalerweise, gewöhnlich

3/13+14+15



b Read again. Circle (True) or (False). Then listen and check.

- | | |
|--|-------|
| 1 Elephants often live in families. | T / F |
| 2 In an elephant herd, there are elephant mums, dads and children. | T / F |
| 3 The leader in an elephant herd is usually female. | T / F |
| 4 Male elephants babysit for each other. | T / F |
| 5 Male elephants always live alone. | T / F |
| 6 In the wild, elephants have a shorter life. | T / F |

3

Read the questions below. Find information on the internet. Write a short article (50–70 words). Find a good title and add a photo.

- | | |
|-----------------------------|-------------------------------|
| • What big cats* are there? | • Do they like or hate water? |
| • Do they live in families? | • How long do big cats live? |

VOCABULARY: *big cat – Großkatze

Story time



1 a Read the text. Answer the questions.

- 1 Do the people think the rat is scary?
- 2 Does the cat think the rat is scary?

The elephant and the rat

The rat is in the big city. It walks down the street and says, "Look at me. I'm a great animal. I'm scary and I'm amazing." But the people don't look at the rat. They are looking* the other way. There's a big elephant. "Look, how scary," they shout. "And how amazing." The people are looking at the big elephant. On its back, there's the king. He's got a big white cat in his arms. "Look at me," the rat shouts, "I'm scary. I'm amazing." But all the people look at the elephant. "Look how strong he is," the people say. "What a big trunk* he's got. What big ears he's got." The rat doesn't like that. "That trunk is just a nose. And I've got ears too. And I'm grey – just like the elephant. So why aren't you looking at me?" Suddenly the big white cat jumps down from the elephant's back and says to the rat: "Are you're like the elephant? Maybe you're from the same family?" Now the rat's scared. "Erm ... no," it says. "My nose isn't like the elephant's trunk. And my ears aren't like the elephant's ears. But we're both grey." The cat picks up the rat. "I should do that."



"I think I can pick up the elephant like I can pick up a mouse." Now the rat is really scared. The cat puts her face close to the rat's face. "And do you think I can eat the elephant?" "Nnnnnoooo," the rat says. Now it looks very quiet. The cat turns to the people. "Look what I've got," she says. "Oh, is it a mouse?" the people ask. "Here's your lesson", the cat says to the rat. "A rat and an elephant are the same colour. But they aren't the same size. Don't forget that – Mr. Rat." "OK OK," the rat says. "I'm sorry." And then it goes the other way. And it's very, very quiet now.

VOCABULARY: ***looking** – sie schauen gerade jetzt; **trunk** – Rüssel; **turn to** – sich wenden an

b Read the text again. Circle (True) or F (False).

- 1 The rat thinks it's scary. T / F
- 2 All the people look at it. T / F
- 3 The rat shouts at the people, but they don't look at it. T / F
- 4 The cat thinks the elephant and the rat are from the same family. T / F
- 5 The rat is scared of the cat. T / F
- 6 The cat picks up the rat. T / F
- 7 The people think the rat is a mouse. T / F
- 8 The rat and the elephant are both grey, but they aren't the same size. T / F

c Listen and check.

Now go back to page 68. Check with a partner what you know / can do.



At the end of unit 8 ...

you know

- ☐ words for parts of the body
- ☐ words for body movements
- ☐ how to use *can/can't*
- ☐ how to use imperatives

you can

- ☐ say what you or other people can/can't do
- ☐ ask someone what they can/can't do
- ☐ give and understand instructions
- ☐ understand a short text about an animal and describe an animal
- ☐ describe simple health problems
- ☐ understand information in a factual text
- ☐ understand and write short messages

Vocabulary Parts of the body

3/18

1 a Listen and write the numbers.



☐ eyes



☐ nose



☐ head



☐ toes



☐ fingers



☐ mouth



☐ ear



☐ arm



☐ left leg



☐ head



☐ right hand



☐ foot



☐ tooth

Look!

1 foot – 2 **feet**
1 tooth – 2 **teeth**

b Point at a picture and say the part in German.

What's this in English?

leg

c Look at the photo on page 79. Find and say the body words.

2 a Watch the video of the class.

b Read the photo and say: How many of these tasks can you do?

- 1 Only Oliver and Ahmed is in the classroom.
- 2 Oliver's right arm is broken.
- 3 Oliver can't move his hand. T / F
- 4 Oliver can write with his left hand. T / F
- 5 Oliver can use his today.
- 6 Oliver can't do his today.

3 Watch part of the video. Match the kids with the injury*. Write the numbers.

1 Oliver 2 Alissa 3 Lily 4 Ahmed

- ☐ broken right arm
- ☐ broken right leg
- ☐ broken left arm
- ☐ broken left leg

VOCABULARY: *injury – Verletzung



Let's

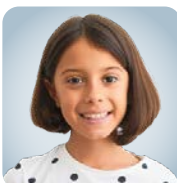


4

In pairs, ask and answer.

Can you speak French? / Can you cook? / Can you play the piano? / Can you write with your left/right hand?

Can you speak French?



Yes, I can. / No, I can't.

1 a Look at the photo story on page 79 again. Put a tick ✓ or cross ✗ in the boxes.

Can Oliver ...

1 do homework today? ☐2 move his fingers? ☐3 move his hand? ☐4 write with his left hand? ☐5 write with his right hand? ☐6 use his phone ☐

3/19

**b** Listen and check.**c** In pairs, talk about your answers.

Oliver can't do homework today.

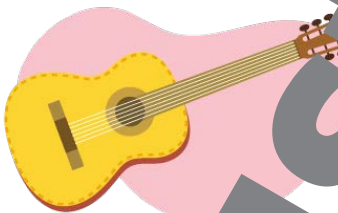
Oliver can ...

3/20

**2** Listen and read.**LANGUAGE BOX**1 I **can** speak French.2 You **can** speak French.3 He/She **can** speak French.4 We **can** speak French.5 They **can** speak French.**Questions****Answers****Can** you cook? Yes, I **can**. / No, I **can't**.**Can** he/she dance? Yes, he/she **can**. / No, he/she **can't**.**Can** you speak? Yes, we **can**. / No, we **can't**.**Can** they speak? Yes, they **can**. / No, they **can't**.**3 a** Play "Find someone who can ...". Write the names.

Can you ... ?

Yes, I can. / No, I can't.



1 play the guitar

.....



2 speak Turkish

.....



3 ski

.....



4 cook

.....



5 ride a bike

.....



6 paint

.....

b Tell the class.

Anika can play the guitar.

A song

3/21+22



1 Listen and sing.

The body song

*This is the body song,
the song of body parts.
This is the body song,
and this is how it starts.*

See my fingers,
I can shake them.
See my legs,
I can kick them.

Shake, kick.

This is the body song ...

See my arms,
I can wave them.
See my knees,
I can bend them.

Wave, bend.

This is the body song ...

See my ears,
I can move them.
See my eyes,
I can close them.

Move, close.

This is the body song ...

See my head,
I can turn it.
See my mouth,
I can open it.

Turn, open.

*This is the body song,
I sing with my friends.
This is the body song,
and this is how it ends.*



2 In pairs, tell your partner what you do.

shake

wave

bend

move

close

open

turn



1 a Match the phrases with the pictures. Draw lines.

move your
ears

bend your
knees

jump

touch your
nose

shake your
arms

close your
eyes

turn your
head



b Play "Simon says".

3/23



2 Listen and read.

LANGUAGE BOX

1 Stop!

3 Run!

5 Don't run!

7 Don't wave!

2 Jump!

4 Write!

6 Don't dance!

8 Don't touch your nose.

3 Read the text. Then add more imperatives.

Every day...

Mum comes and shouts: "Get up!"

A teacher comes and shouts: "Open the windows."

Another teacher says: "Close your books."

A teacher says: "Don't talk."

Another teacher says: "Read the text."

Another teacher says: "Listen to the song."

Another teacher says: "Don't watch TV! Do your homework."

I say: "Let me be*!"



VOCABULARY: *Let me be. – Lass mich in Ruhe.

Sounds right can/can't

3/24



1 Listen and repeat.

Can you sing? – No, I can't.

Can you dance? – No, I can't.

Can you paint? – No, I can't. I can't do anything.



3/25



2 a Listen and put a tick ☒ or cross ☐ in the boxes.



Tom

Ruby



play the piano

☐
☐


speak Chinese

☐
☐


cook a steak

☐
☐


sing

☐
☐

b In pairs, check your answers.

Tom, can you play the piano?

Ruby, can you speak Chinese?



Yes, he can. / No, he can't.

Yes, she can. / No, she can't.

c In pairs, ask questions about the activities in 2a.

Can you play the piano?

Yes, I can. / No, I can't.

1 Read the text. Choose the best word for each gap.

Spiders



Spiders are amazing animals. They live all over the world. Most spiders are ¹..... **black** or brown, but some have other colours. This one in the picture has a ²..... black.

All spiders have got ³..... parts of their body and, of course, they have got eight ⁴..... . They can ⁵..... very fast. Most spiders have got eight eyes, so they can ⁶..... very well.

Some spiders are dangerous, but most are not dangerous at all. They usually eat insects like ⁷.....

- | | | |
|-----------------------------------|---------------------------------|--------------------------------|
| 1 <input type="checkbox"/> yellow | <input type="checkbox"/> black | <input type="checkbox"/> green |
| 2 <input type="checkbox"/> red | <input type="checkbox"/> yellow | <input type="checkbox"/> black |
| 3 <input type="checkbox"/> two | <input type="checkbox"/> four | <input type="checkbox"/> six |
| 4 <input type="checkbox"/> heads | <input type="checkbox"/> arms | <input type="checkbox"/> legs |
| 5 <input type="checkbox"/> swim | <input type="checkbox"/> move | <input type="checkbox"/> jump |
| 6 <input type="checkbox"/> see | <input type="checkbox"/> hear | <input type="checkbox"/> see |
| 7 <input type="checkbox"/> apples | <input type="checkbox"/> flies | |

2 Write and write five sentences about it.

It's got

It lives

It can

It eats

.....

3/26



1 a Listen to the sketch. Fill in the missing words.

Get up, Annie!

Mum Get up, Annie. Get up now.
 Annie What? I can't ¹..... you.
 Mum GET UP!
 Annie Oh, Mum. I can't.
 Mum What is it?
 Annie Everything. My ²..... hurts. And my legs hurt. I can't get up.
 Mum Let me see.
 Annie I can't turn my head. And I can't move my ³..... And look! My ⁴..... I can't move them.
 Mum Look at me.
 Annie Where are you? I can't see you. My ⁵..... hurt.
 Mum I'm right in front of you.
 Annie Oh, Mum, everything hurts.
 Mum Can you get up?
 Annie No, of course not. I can't ⁶..... I can't go to school.
 Mum I see.
 Annie And I can't do my English homework today.
 Mum Really? English test and you can't do it?
 Annie No, I can't.
 Mum What about the school dance ⁷..... this evening?
 Annie The school ⁸.....?
 Mum What dance?
 Annie I can move a little. Maybe I can go to school.
 Mum That's great. Now ⁹.....
 Annie Oh, Mum, you don't want to be late for the test.

3/26



b In pairs, read out the sketch.

c Listen again. Circle T (True) or F (False).

- | | | | |
|---------------------------------------|-------|---|-------|
| 1 Annie says her fingers hurt. | T / F | 4 She says she can't do her English homework. | T / F |
| 2 Annie's eyes hurt. | T / F | 5 There's a school dance today. | T / F |
| 3 Annie says she can't move her head. | T / F | 6 Annie can go to school. | T / F |

3/27



2 In pairs, do option A or B.

A Listen and act out one dialogue.

1 Milo Mum, my knee hurts. What's the problem?
 Mum I can't bend it.
 Mum Show me.
 Milo Ouch! I can't. It hurts.
 Mum Let's go to the doctor's.

B Listen. Act out the dialogues. Choose one. Change it.

2 Linda Look, Dad. A new dance. I can do a new dance.
 Dad Very nice. Can you help me now?
 Linda Ouch, my leg hurts. I can't walk.
 Dad You can't walk to the table and get the cake?
 Linda The cake? Alright. I can do that.
 Dad And then you can help me in the kitchen.
 Linda Ouch! My leg hurts again.

1 a Read the text. Write the numbers from the box in the correct spaces.

4.2 8.65 20 635 8.8 176

People are amazing. They can be short or tall, they can have long legs and long noses. They can be heavy, they can be fast. And they can be normal. But what is normal?

Here are some facts:

- ★ The average* woman is about 163 cm tall; the average man is about 1..... cm tall.
- ★ How tall can a man be? The record is 272 cm.
- ★ How short can a woman be? The record is 62.8 cm.
- ★ How heavy can a man be? The record is 2.....
- ★ How long can a woman's legs be? The record is 132 cm.
- ★ How long can a man's arms be? The record is 97.....
- ★ How long can a large foot be? The record is 46.35 cm.
- ★ How long can a man's nose be? The record is 3..... cm.
- ★ And how long can a woman's fingernails be? The record is 4..... m.

You think people can be amazing. Look at the animal world.

A whale can be 5..... and weigh about 60 tons.
 The ear of an African elephant is 3 cm long.
 A giraffe is between 6..... m and 8 m tall.
 And there is a frog that is only 7.7 mm.



3/28



b Listen and check.

VOCABULARY: *average – durchschnittlich; fingernail – Fingernagel

Web project

2 Read the questions below. Find information on the internet. Write a list of amazing facts (6) and present them to the class.

- How many centimetres on average does a person's hair grow* in a week?
- How long can a person's hair be? What's the record?
- What animal has got lots of teeth?
- What animals have got lots of feet? What's the record?
- What other amazing facts are there about people or animals?

On average, a person's hair ...

The record for the world's longest* hair...

The following animals have got ...

The record is ...

An amazing fact about ... is: They ...

VOCABULARY: *grow – wachsen; longest – längster/längste/längstes



1 Remember episode 3. In pairs, answer the questions.

1 What is the name of the other world?

.....

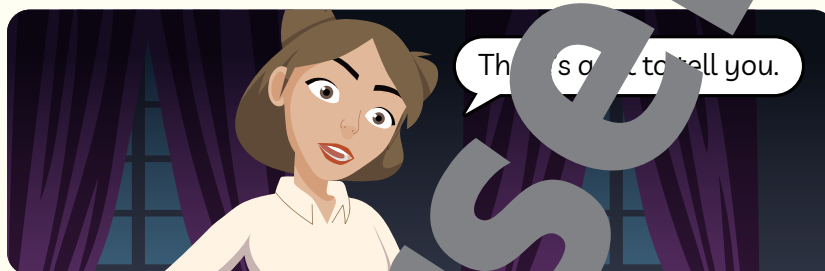
2 Who lives there? Write down the names of two people.

.....

3 How do you get there?

.....

2 In pairs, discuss. What do you think Victoria's secret is? Watch episode 4 and check your ideas.



3 Watch episode 4 again. Read the sentences and correct the mistakes.

- 1 Victoria is very hungry.....
- 2 Jenna eats the pizza.....
- 3 The secret spring is a window to Forest World.....
- 4 Victoria is a squirrel in the Forest World.....
- 5 Druff falls into the cave.....

Everyday English

4 Match the phrases and pictures.

- 1 Rats! 2 Good! 3 Let's get out of here.



VOCABULARY: *human – Mensch; magic – magisch, verwunschen; was – war; a long time ago – vor langer Zeit; hunter – Jäger; everywhere – überall; nowhere – nirgends

Now go back to page 78. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 32 (Revision)

WB p. 93

At the end of unit 9 ...

you know

- ☐ words for clothes
- ☐ how to use the present continuous
- ☐ how to use *How much is/are ...?*
- ☐ how to use *this/these, that/those*

you can

- ☐ say that something looks good
- ☐ understand and ask for price
- ☐ describe what someone is wearing
- ☐ find and understand information in a leaflet
- ☐ agree with someone
- ☐ write a short text about your favourite clothes

Vocabulary Clothes

3/29



1 a Listen and write the numbers.



☐ T-shirt



☐ jacket



☐ socks



☐ shoes



☐ dress



☐ skirt



☐ jumper



☐ jeans



☐ shorts



☐ hoodie

b Mime, ask and answer.

What?

Yes! That's right!

c Look at the photo story on page 89. Find and say the words for clothes.

2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- 1 Alissa is hungry. T / F
- 2 Oliver has a lot of homework. T / F
- 3 Miss Tilki wants to ☐ play a game. ☐ study.
- 4 ☐ sports club. ☐ drama club.
- 5 ☐ is wearing and
- 6 Ahmed is wearing and

3 Watch part 2 of the video. Who says it? Write *Miss Tilki, Oliver, Alissa* or *Ahmed*.

- 1 "The dress?"
- 2 "The socks ... and the shoes!"
- 3 "Poor Mr Hart."
- 4 "Not a problem, Miss!"
- 5 "Let's all go and help him."
- 6 "Yes, he's very happy!"



Let's ... that something looks nice



4 In pairs, ... and mime.



9 Steps to grammar 1 Present continuous

3/30



1 Look at the pictures. Write *T-shirt*, *skirts* and *hoodie*. Listen and check.



- 1 Ahmed is wearing a blue
- 2 Oliver is wearing a red
- 3 Alissa and Lily are wearing

3/31



2 Listen and read.

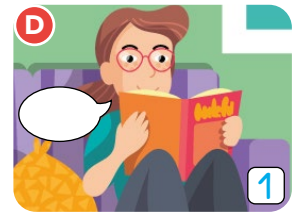
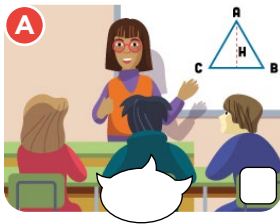
LANGUAGE BOX

- | | |
|-------------------|--------------------|
| 1 I'm reading. | 5 It's flying. |
| 2 You're walking. | 6 We're listening. |
| 3 He's eating. | 7 You're studying. |
| 4 She's playing. | 8 They're talking. |

Look

She's reading.
He isn't reading.
Is she reading?

3 Match the sentences from **2** with the pictures 1–8 in the boxes.



4 In pairs, stand back to back and say.

I think you're wearing...

Yes, you're right! / No, try again.

5 Look at the pictures in **3**. Mime and guess.

...are reading!

6 In pairs, imagine. Use the words in the box and say.

eat play read walk fly

I can see a man. He's eating.

A song

3/32+33



1 a Listen and sing.

Going into town



Come on, we're going into town.

Yes, town's the place to go.

Come along, we're walking around.

We're looking for some cool stuff, you know.

How much is that jumper in the window?

It's twelve pounds, you see.

What, only twelve pounds for that jumper?

Hey, that's just the right price for me!

Come on, we're going into town ...

How much is that T-shirt in the window?

It's twenty pounds forty, you see.

What, twenty pounds forty for that T-shirt?

Hey, you've got to be kidding me.

Oh, but that

jumper's got

holes.

There are seven or eight, you see.

Come on, we're going into town ...

How much are those jeans in the window?

They're ninety pounds, you see.

What, ninety pounds for those jeans?

Hey, you've got to be kidding me.

No problem, those

holes look cool!

And they perfectly

fit my jeans!

Come on, we're going into town ...



3/32



b Listen and write the prices of the clothes you hear in the pictures.

3/34



2 a Listen to the audio and write the numbers.



b In pairs, point at the clothes in the picture in 1a. Ask and answer.

How much is the ... ?

It's ...

How much are the ... ?

They're ...

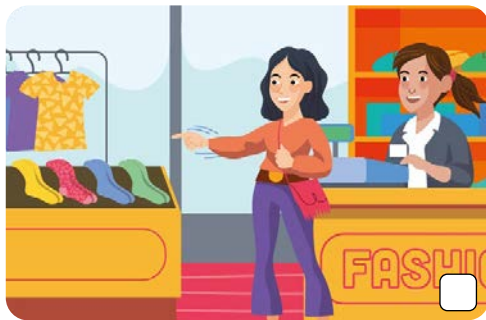
3/35

**1 a** Listen and read. Match each dialogue with a picture. Write the numbers.**Dialogue 1**

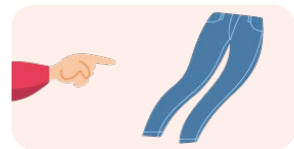
Girl Excuse me.
Shop assistant Yes?
Girl How much is this T-shirt?
Shop assistant It's £9.99.
Girl OK, thanks. And how much are these socks?
Shop assistant They're £6.40.

Dialogue 2

Girl Excuse me.
Shop assistant Yes?
Girl How much is that T-shirt?
Shop assistant It's £20.50.
Girl That's expensive. How much are those socks?
Shop assistant They're £9.30.



3/36

**b** In pairs, read out the dialogues and act them out.**2** Listen and read.**LANGUAGE BOX**1 How much is this T-shirt?2 How much is that T-shirt?3 How much are these jeans?4 How much are those jeans?

3/37

**3 a** Listen and say the price.**b** In pairs, ask and answer the price in the picture. Your partner says it.**c** In pairs, ask and answer.How much is/are that/those ...?How much are these/those ...?

It's ... / They're ...



Sounds right /3:/

3/38



1 Listen and repeat.

Bert and Dirk are wearing a skirt and a shirt.
It's not a skirt, it's a kilt!



2 Think, pair and share.

a Look at the pictures in **3**. What words can you think of?

b In pairs, write down the words.

c Compare your words in class.

3/39



3 Listen and write the names under the photos. There is one extra name.

Sam Nicky Jim Jenny Jack Bill Eve



1

2

3



4

5

6

4 Choose someone from the picture and describe them to your partner.

This person is wearing ...

Is it ... ?

1 a Read and write the names of the children under the pictures.



1



2

My favourite clothes are blue jeans and a red T-shirt. I wear them every weekend when I go out with my friends. I've got three pairs of jeans and five red T-shirts. They are all the same.

Janice

I love my black dress. I think it's really cool. I usually wear it with a black T-shirt and blue jeans. It's what I wear every day after school.



3

I love my clothes. I've got lots of them. When it's my birthday, I always ask for clothes. It's difficult to choose my favourite. Perhaps it's my black dress and red shoes. It's what I usually wear to parties.

Monica



4



5

I don't really like clothes. I never want them for my birthday or Christmas. At the weekends, I often wear red jeans and a blue hoodie. My mum buys my clothes. I don't really care.

Mass

I only wear black. Black jeans, black T-shirts, black hoodies, black shoes. Anything as long as it's black. I hate colourful clothes.

Phoebe

b Read again and answer the questions.

- 1 Who only wears one colour?
- 2 Who wears their favourite clothes to meet their friends?
- 3 Who buys their clothes?
- 4 Who lets his mum buy his clothes?
- 5 Who wears their favourite clothes after school?

2 Read the text in 1a again. Write a text about your clothes. Look at the mind map for ideas.



3/40



1 a Look at the photo. Where is the market?

b Listen to the sketch. Fill in the missing words.

The floating market



Jake Dad, it's hot! I'm tired! Let's go back to the hotel.

Dad Don't worry! I've got an idea.

Jake Please, no more. I'm hungry.

Dad Come on. ¹..... is a beautiful country! Let's go to a market.

Jake OK.

Dad This way ... over there ... aha! Yes, look! There it is.

Jake What? That? ²..... a boat.

Dad Yes, I know it's a boat. We ³..... a boat to the market.

Jake Hmmm.

Dad See? Isn't the river beautiful? Look at ⁴..... fish!

Jake Hmmm.

Dad And ... here we are! We are lots of people.

Jake There are ⁵..... boats.

Dad It's a market on the river! Be careful – don't fall in the water!

Seller Hello! Hello! Look here ... vegetables, fruit, ⁶.....

Dad Thank you! How much are ⁷..... bananas?

Seller They are ⁸.....

Dad Oh, that's cheap. I'll take them.

Seller Here you are!

Jake Thank you.

Seller And here, look at ⁹.....

A lucky ¹⁰..... for you!

Only ¹¹.....

Dad OK! I'll take it.

Seller Here you are.

Dad Thank you! Here, Jake, a lucky ¹²..... for you. Oh no – it's in the water!

Jake Hmm. ¹³..... not a very lucky ¹⁴.....

3/41



c In groups of three, read out the sketch.

2 In pairs, discuss the situation. B.

one dialogue.

B Listen. Act out the dialogues. Choose one. Change it.

1 Sally Mum! How much is the dress?
Mum Let me see ... it's 70 pounds!
Sally Oh ... it's very pretty.
Mum Wait! It's on sale, only 30 pounds!
Sally Yes! I have 30 pounds!

2 Grandpa Oh, no. Where are my socks?
Grandma I don't know!
Grandpa I can't see my socks!
Grandma Wait a minute ... Here!
Grandpa Have you got my socks?
Grandma No! I've got your glasses!

1 Look at the photos in **2a**. Where can you see:

- our world
- waste
- the ocean
- presents
- plastic
- packaging
- a torch
- rechargeable batteries

2 a Read the text.

Think before you shop




Our world is beautiful. But there is a problem. There is too much waste. In the oceans there's a lot of waste. Most of it is plastic. What can we do? Here are some ideas.

Think before you shop. Is it the right present?



Look at the packaging of the present. Is there a lot of plastic?



Buy rechargeable batteries.



Don't use plastic bags.



Think and recycle!

3/42



b Read again. Circle T (True) or F (False). Then listen and check.

- 1 Waste is a big problem on our planet. T / F
- 2 We can find a lot of waste in the oceans. T / F
- 3 Plastic waste is a problem. T / F
- 4 It's good to look for presents with a lot of plastic packaging. T / F
- 5 It's not good to buy rechargeable batteries. T / F
- 6 When you go shopping, use plastic bags. T / F

3 Read Jasmine's email and write a reply (50–70 words). You can use *always*, *sometimes*, or *never*. Think about the following questions:

- Do you like shopping?
- Do you often go to town?
- Do you sometimes look for cool stuff in the shop windows?
- What do you buy?
- What do you not want to buy?

jasmine@getintouch.org
Subject: Shopping
✕

Hi,

How are you? This email is about shopping. I really like shopping. But I know that it's good to think before you shop. I like going into town with my friends. Then we look at cool stuff in the shop windows. But I don't often buy things. I always ask myself: Do I really need this? I look at the packaging. I don't want to buy a lot of plastic. And I don't use plastic bags. What about you?

Jasmine

A poster project

A flea market to collect money for a good cause*

1 a Imagine you're having a flea market at your school. Think about these questions:

- What can you bring? (books, toys, clothes ...)
- What is a good price for each of your things?

b In groups, say.

I can bring a T-shirt.
It's green and blue.
It looks nice.

I think a good price
for the T-shirt is £5.

Great idea.



I think
that's too much. /
I think the price
should be £3.

VOCABULARY cause – guter Zweck, gute Sache

2 Create a poster. Add pictures and sentences. Here's an example.



3 At the flea market, use the sentences on A or B.

A

Say



This is a very
good book:
Harry Potter 1.
It's for sale. It's
only £3.90.
Please, have
a look.

B

In pairs, make a shopping
dialogue. Act it out.

A How much is/are ... ?

B It's/They're ...

A OK, I'll take it/them.

B Here you are.

A Thank you!

Now go back to page 88. Check with a partner what you know / can do.



My personal learning track ▶



CYBER Homework 36 (Revision)

At the end of unit 10 ...

you know

- ☐ words for different countries
- ☐ how to use *was/were*
- ☐ words for sports

you can

- ☐ say and ask where you or others are from
- ☐ say what you or others are good at
- ☐ understand facts and figures about sport
- ☐ understand and find information in a text about sport
- ☐ find out about a sport online and describe it
- ☐ write a short email about your favourite sport

Vocabulary Countries

4/1



1 a Listen and repeat.



the United States



Brazil



China



Australia



France



Great Britain



Türkiye



Italy



Germany



Spain



South Africa



Austria

b In pairs, describe the flags.

This flag is yellow and red.

Is it Spain?

c Look at the photo stories on page 99. Find and say the countries.

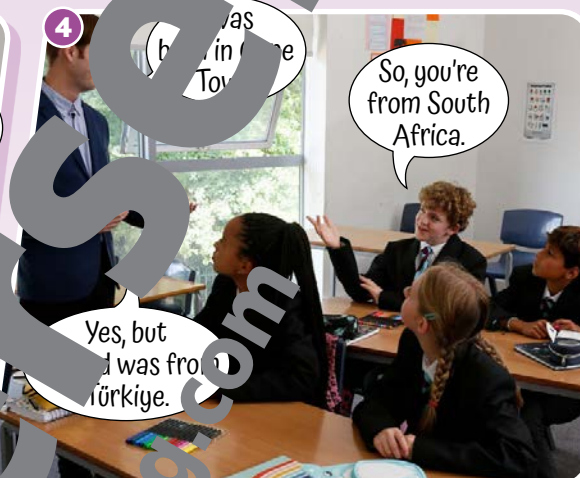
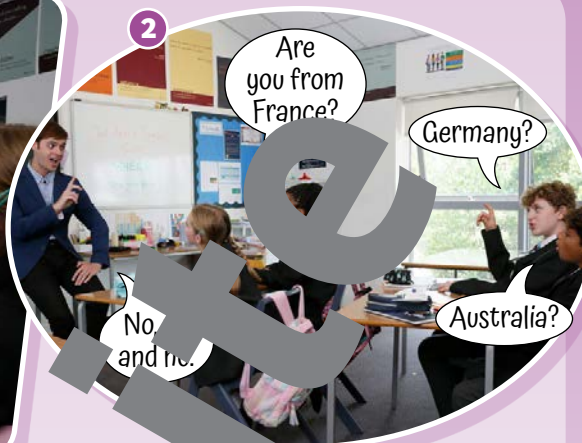
2 a Watch part 1 of the video.

b Read the photo stories. How many of these tasks can you do?

- 1 Ali is from Spain. T / F
- 2 Ahmed is from South Africa. T / F
- 3 Kevac was born in ... ☐ South Africa. ☐ Türkiye.
- 4 ... ☐ Türkiye. ☐ Spain.
- 5 His ... was from
- 6 His grandparents were from Spain and

3 Watch part 2 of the video. Match the children with the countries. Draw lines.

- | | |
|----------|---------------------|
| 1 Oliver | a Türkiye |
| 2 Lily | b Great Britain |
| 3 Ahmed | c the United States |



Let's ... Saying where you are from



4 In pairs ... and answer.

Where were you born?

Where are you from?



I was born in Vienna.

I'm from Austria.

4/2



- 1 Look at the photo story on page 99 again. Match Mr Kovac's relatives with the countries. Listen and check.

father

mother

grandparents



4/3

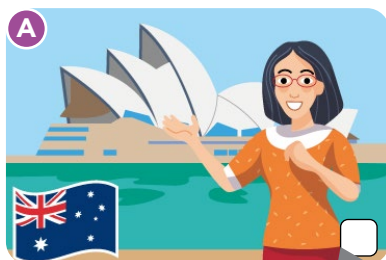


- 2 Listen and read.

LANGUAGE BOX

- | | |
|-----------------------------------|--|
| 1 I was born in London. | 4 She was born in Sydney. |
| 2 You were born in Vienna. | 5 We were born in Rio de Janeiro. |
| 3 He was born in Berlin. | 6 They were born in Beijing. |

- 3 Match the sentences from 2 with the pictures 1-6 in the boxes.



- 4 In pairs, talk about your family.

My ... was born ...

My ... were born ...

My parents were born ...

My grandparents were ...

- 5 Look at the photos of famous people. What do you know about these people? Say.



This is ...

He's/She's from ...

He/She was born in ...

A song

4/4+5



1 a Listen and sing.

Super-duper sporty kids

When he was a young boy,
he was good at volleyball.
And when she was a young girl,
she was best at basketball.

*They were super-duper sporty kids,
and sport was all they ever did.
They were great and very strong and fast,
they were the sporty heroes of the past.
Oh yeah!*

He was good at running,
and she at skiing, skating too.
They were really stunning,
they were the sporty two.



*They were super-duper sporty kids,
and sport was all they ever did.
They were great and very strong and fast,
they were the sporty heroes of the past.
Oh yeah!*
*She was good at football,
he was a pro.
They both were great at swimming,
they were the stars of every show.*



*They were super-duper sporty kids,
and sport was all they ever did.
They were great and very strong and fast,
they were the sporty heroes of the past.
Oh yeah!*

b In pairs, make up a story about the sports in the song.

c Tick the sports you are/were good at.



2 a Interview your partner. Ask him/her questions about sport.

Are you good at football/tennis/ ... ?

Yes, I am. / No, I'm not.

b Ask your partner questions about the kids in the song.

Was he/she good at ... ?
Were they ... ?

4/6

**1 Listen and read. Tick the sports they talk about.**

Max Grandpa, were you good at sports?
 Grandpa Yes, of course. I was good at many sports.
 Max Were you good at tennis?
 Grandpa No, not really. I wasn't good at it. But my parents were.
 Max Then were you good at swimming?
 Grandpa No, I wasn't. But my sister was.
 Max Were you good at running? Or was your sister good at running?
 Grandpa How do you know? Yes, she was. I wasn't.
 Max Grandpa? What were you good at?
 Grandpa I was good at watching sports.



4/7

**2 Listen and read.****LANGUAGE BOX****Negatives**

I **wasn't** good at football.
 You **weren't** good at skiing.
 He **wasn't** in the basketball team.
 She **wasn't** good at skating.
 We **weren't** good at running.
 They **weren't** in the swimming club.

Questions

Were you good at running?
Was your sister good at volleyball?
Were they tennis players?
Was she a volleyball player?

Look!

wasn't = was **not**
weren't = were **not**

3 Look at the pictures. Ask the teacher. Use the words in the box to help you.

runner racing basketball player Argentina
 United States football player Brazil

Was he/she a tennis player?

I don't know.

I'm not sure.

Was he/she from Argentina?

Yes, he/she was.



Ayrton Senna



Florence Griffith Joyner



Maradona



Kobe Bryant

- 1 Think, pair and share.
 - a Look at the picture in 2. What words can you think of?
 - b In pairs, write down the words.
 - c Compare your words in class.

4/8



- 2 Listen and answer the questions.



- 1 What is the new girl's name? Alice
- 2 How old is the new girl?
- 3 What is Alice's last name?
- 4 Which street does Alice live on? Street
- 5 What number is Alice's house?
- 6 How old was Alice when she started swimming lessons?
- 7 Who was her teacher?



- 3 In pairs, look at the picture and act out a dialogue.



1 a Read the texts. Write the names under the pictures.



1



2



3

My favourite sport is football. I love it. My favourite team is PSG. They are from Paris in France. I watch all their games. The best player is Neymar. He's from Brazil. I also play football. I play for my school team. We're quite good. Last year, we were in second place in the league. Our coach is Mr Hamond. He's a very good player, too. He was a professional when he was younger. He helps me a lot. One day, I want to be a professional too.

I love tennis. I play tennis every day in the afternoon after school. I play for four hours every Saturday. The only day I don't play tennis is Sunday. I'm quite good at tennis and I want to be a professional, but it's very difficult and I have to work. My favourite player is Rafael Nadal. He's amazing. I wasn't even there when he won his first tournament.

Sam

My favourite sport is running. I really like the marathon. It's 42 km long. I can't run that far yet, but one day, I hope I can. I run every day. I run between five and ten km. I'm in the school running team and my teacher says I'm very good. One day, I want to go to the Olympics. Imagine running there for Great Britain! I don't watch running on TV because it's a bit boring. But it's not boring when you do it. It's exciting!

Nicky

b Read again. Answer the questions.

- 1 Who does Nicky play for?
- 2 What was Mr Hamond's job when he was younger?
- 3 How many days a week does Sam play tennis?
- 4 Who is Sam's favourite player?
- 5 How long is a marathon?
- 6 Why doesn't Nicky watch running on TV?

2 Write an email (50–70 words) to your friend in Great Britain. Write about your favourite sport to watch or play. In your email:

- say what sport it is
- say where you do it
- explain why you like it
- say who you do it with

4/9



1 a Listen to the sports reporter and complete the table.

	country	record for 100m
	1 Jamaica	2 9.58 seconds (2009)
Usain Bolt		
	3	4 seconds (1891)
Luther Cary		
	5	6 seconds (1988)
Florence Griffith Joyner		
	7	8 seconds (1922)
Mary Lines		

b Look at the table again and complete the dialogues.

... from ...

His/Her time was ...

4/10



2 In pairs, act out the dialogues.

A Listen. Act out the dialogues.

B Listen. Act out the dialogues. Choose one. Change it.

- 1 Carla Who was the winner at the swimming last week?
 Adrian In the 100-metre race?
 Carla Yes, who was it?
 Adrian That was Mehmet from 7B.
 Carla And how fast was he?
 Adrian One minute, 20 seconds, I think.

- 2 Martin Who were the two best football players in the match?
 Anahita From our team?
 Martin Yes, of course.
 Anahita They were Lisa and Ayshe.
 Martin Yes! I think they were great.
 Anahita Yes. They weren't so great last year, but this year they are!



1 a Read the text quickly. What are the countries with Crankworx World Tour events?

The Crankworx WORLD TOUR

Are you and your friends mountain bikers? Are you interested in extreme sports? Then it's time to find out more about the Crankworx World Tour.

The beginnings: It all started in Whistler, Canada, in 2004. Then there were competitions* in France and New Zealand. And in 2017, the World Tour came* to Innsbruck, Austria.

Who is it for? Only 32 racers* can take part every year. They are the world's best mountain bikers. But millions of people from all over the world watch the competitions. They are real challenges. They are extreme!

The whip-off: In this competition, the bikers do big jumps. When they land, they whip* the back end of the bike to the left or to the right.

The dual slalom: Two bikers race down the mountain. Who is faster? A dangerous competition!

The speed & style competition: Two bikers race down the mountain. They do tricks at the same time. Who is faster? Who has the best tricks?

Slopestyle: This is a freestyle competition. The bikers can show all their tricks. They spin, they flip, they jump and they ride backwards.



You can't go to Whistler or to Innsbruck? No problem. Crankworx has an internet channel. You can watch it all online. And every day, you can learn some of the tricks too. And when you're under 13, you can try the Kidsworx competition. Time to start practicing!



VOCABULARY: competition – Wettbewerb; came – kam; racer – Rennfahrer/in; whip – schlagen

4/11+12+13



b Read again. Circle True (True) or False (False). Then listen and check.

- | | | | |
|--|-------|--|-------|
| 1 Crankworx started in 2004. | T / F | 4 In a whip-off competition the bikers do jumps. | T / F |
| 2 There are five competitions on the World Tour. | T / F | 5 In slopestyle the racers can't jump. | T / F |
| 3 The challenges are easy. | T / F | | |



Well...

2 a Work in groups. Find information about an international sports event on the internet. Write a list of facts.

b Read the text again. Write a similar text about your international sports event. Use your list of facts and the following ideas:

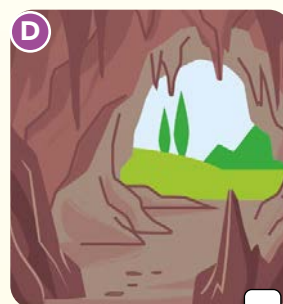
- What sport is it?
- Where does it happen?
- How often does it happen?
- What is the prize money?
- Who was the winner (were the winners) last year?
- What do the fans think about it?

- 1 Read the secret message in the water. What is the missing word?

The door between our world and
the forest world is in the cellar.

- 2 Write the words under the pictures. Then watch episode 5 and number the pictures in the order you hear them.

prison dinosaur smelly cave



- 3 Watch again. Circle T (True) or F (False).
- Victoria is Draven's friend. T / F
 - Victoria wants to live in the Forest World. T / F
 - Draven is in prison. T / F
 - There are dinosaurs in the Forest World. T / F
 - Jenna wants to go home. T / F
 - Aiden doesn't want to call the police. T / F

Everyday English

- 4 Watch episode 5 again. Complete the dialogues with phrases from the box.

Just a minute I'm not sure Oh, come on Be careful

Jenna: Welcome to Forest World ... my home ... it's beautiful ... it's warm, the grass is green, the trees are tall ... the dinosaurs are big and smelly.

Aiden: The what? Dinosaurs! 1.....!

Aiden: View ... can we do?

Victoria:, but Draven is on his way here. I have to stop him.

Aiden: 3....., Vic. Let's call the police!

Victoria: The police are on their way here too. They know Draven wants to come here.

Aiden: 4....., Vic.

Now go back to page 98. Check with a partner what you know / can do.



At the end of unit 11 ...

you know

- ☐ verb phrases (entertainment)
- ☐ how to use the past simple (regular and irregular)

you can

- ☐ say what you want to do
- ☐ make and respond to suggestions
- ☐ talk about and describe past activities
- ☐ understand a story
- ☐ understand a story about a past holiday
- ☐ write a story about a holiday

Vocabulary Entertainment

4/14



1 a Listen and write the numbers.



☐ listen to music



☐ hang out with friends



☐ play an instrument



☐ play computer games



☐ watch TV



☐ watch in a cinema



☐ go to a shopping mall



☐ go to the cinema

b In pairs. Mime, ask and answer.

Listen to music?

Yes! That's right!

c Look at the photo story on page 109.

Find and say the entertainment words.

2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

1 Ahmed likes superhero films.

T / F

2 Oliver likes to watch TV shows.

T / F

3 Oliver went to the cinema.

☐ listen to music.

☐ watch TV.

4 Mr Kovac likes to play the guitar.

☐ projector.

☐ laptop.

5 Mr Kovac doesn't watch ...

6 Mr Kovac likes ... and ...

3 Watch part 2 of the video. Who says it? Write Mr Kovac, Oliver, Ahmed or Lily.

1 "Let's have a vote!"

4 "That was awesome!"

2 "Hands up for a TV show."

5 "You are great, sir!"

3 "What do you think?"

6 "I liked it."



Let's ... / Let's ...



4 In pairs, choose and say.

watch an internet video play computer games go into town go to the cinema

I want to ... / I have an idea. Let's ...

Yes, OK! / No! Let's ...

1 a Look at the photo story on page 109 again. Circle T (True) or F (False).

- 1 Lily watched the new superhero film. T / F
- 2 Mr Kovac watched a vampire TV show. T / F
- 3 Ahmed listened to Willow's new song. T / F

4/15



b Listen and check.

4/16

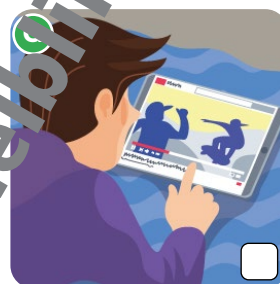
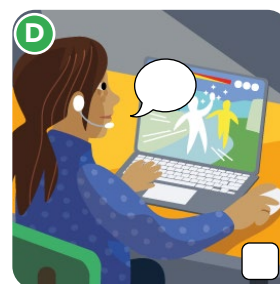


2 Listen and read.

LANGUAGE BOX

- | | |
|-------------------------------------|--|
| 1 I play ed a computer game. | 5 It list en ed to me. |
| 2 You list en ed to music. | 6 We watch ed a film. |
| 3 He watch ed TV. | 7 You watch ed an internet video. |
| 4 She play ed an instrument. | 8 They play ed basketball. |

3 a Match the sentences from 2 with the pictures. Write 1–8 in the boxes.



b Complete the sentences.

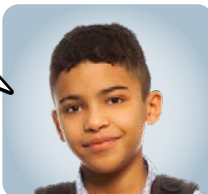
- 1 Last night, I to music.
- 2 Last night, you TV.
- 3 Last night, they football.

Look!

I/You	play		played
He/She/It	listen	+ ed	listened
We/They	watch		watched

4 In pairs, talk about last night.

Last night, I ...



Oh cool! Last night, I ...



A song

4/17+18



1 a Listen and sing.

A great weekend

Last week was really stressful.
I had a lot of tests.
But then I had the weekend.
And now I'm far less stressed.

I walked around the park,
and picked up a nice feather.
I built myself* a cool machine
to tickle* my toes – how clever!

Last week was really stressful ...

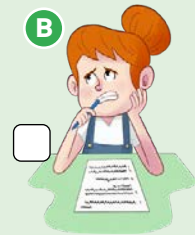
I had a lovely daydream.
I was a superstar.
My fans were just fantastic.
They came from near and far.

The weekend was just great.
I had a lot of fun.
It put a big smile on my face –
Just try it, even if you're stressed.

A



B



C



D



E



G



VOCABULARY: *myself – mir selbst; tickle – kitzeln

4/17



b Listen again. Put the pictures in the correct order. Write 1–7.

c Match the sentences. Draw lines.

- | | |
|---------------------------|-------------------------------|
| 1 For the girl, last week | a walked around the park. |
| 2 At the weekend, she | b wonderful daydream. |
| 3 She picked up a | c machine to tickle her toes. |
| 4 She built | d was really stressful. |
| 5 She had | e from near and far. |
| 6 In her daydream, she | f feather. |
| 7 Her fans came from | g was a superstar. |

d Imagine you are the girl in the song. Say the sentences.



For me, last week ...
At the weekend, I ...
I ...

4/19



1 a Listen and read.

Jane Good weekend?

James Yeah. It was very good in the end.

Jane In the end?

James Yes. It was a little boring first.

Jane OK. And then?

James Well, I went for a walk for two hours. I took lots of photos.

Jane Sounds good.

James Yes. Then I came home. I printed the photos out and I wrote a sentence for each photo.

Jane Really?

James Yes, I put the photos and the sentences on the wall in my room and I wrote my friends to see them.

Jane I'm sure they thought them very nice.

James Yes. When we had a lot of fun.

Jane We went to the shopping centre and hung out there.

Jane So... cool.

4/19



b Listen again. Tick the past forms you hear.

present:	past:	present:	past:
build	<input type="checkbox"/> built	have	<input type="checkbox"/> had
take	<input type="checkbox"/> took	put	<input type="checkbox"/> put
come	<input type="checkbox"/> came	find	<input type="checkbox"/> found
am	<input type="checkbox"/> was	go	<input type="checkbox"/> went
are	<input type="checkbox"/> were	hang out	<input type="checkbox"/> hung out

4/20



2 Listen and read.

LANGUAGE BOX

Last weekend / Last Sunday / Last week / Yesterday:

- 1 I **built** a cool machine. 4 She **sent** a message. 7 You **hung** out with friends.
 2 You **took** lots of photos. It **was** very cold. 8 They **went** to the park.
 3 He **wrote** a nice story. We **were** so happy.

3 Write sentences about the pictures. Read them out. Use *Last weekend, Last Sunday ...*

1 I / write



2 Mr Ward / take photos



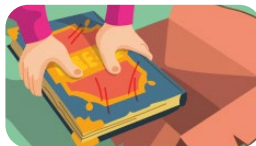
3 Tom / is sad



4 My sisters / are nervous



5 Mum / have a long daydream



6 I / find an old book



7 you / send an email



8 Ms Green / come home at ten

4 Write sentences about your last weekend. Read them out.

Sounds right -ed endings

4/21



1 Listen and write the words in the correct column.

played
wanted

jumped
voted

shouted
listened

phoned
walked

watched

/d/

played

/t/

jumped

/i/

shouted

4/22



2 a Listen to the interviews with Daniel and Lucy. Look at the activities below and write the numbers in the boxes.

	Saturday			Sunday		
	morning	afternoon	evening	morning	afternoon	evening
Daniel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lucy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-



4/22



b Listen again. Circle T (True) or F (False).

- Daniel went to the cinema with his parents. T / F
- Daniel had an exciting Saturday. T / F
- Daniel read a book that he saw on Sunday. T / F
- Lucy went to the shopping centre with her friends. T / F
- She played computer games with her brother. T / F
- She had fun on Sunday evening. T / F



3 a In pairs, talk about what Lucy and Daniel did.

On Saturday morning, Daniel listened to ...

b Talk about what you did last weekend.

On Saturday morning, I ...

- 1 Read the text. Where do these sentences go? Write the number of the correct space next to each sentence. There is one extra sentence.

- | | |
|---|---|
| <input type="checkbox"/> it's all finished | <input type="checkbox"/> I saw that film last week. |
| <input type="checkbox"/> my beautiful, old, bright red guitar | <input type="checkbox"/> He was cooking in the kitchen. |
| <input type="checkbox"/> some rock music to make me happy | |

Last night

Last night, I was very bored. "Do some homework," Mum said. "I haven't got any, **1**," I said. I looked around my bedroom. What can I do? I thought. Watch TV? No, too boring. Watch an internet video? No, too boring. I know! I can listen to some music — **2**. I picked up my phone and turned it on. Nothing. The battery was dead*. I put it back on the desk. "Read a book," my dad shouted from downstairs. **3** "Too boring," I shouted back. When I saw my old guitar behind the chair **4** and picked it up. "Hello, old friend," I said. "Let's make some music!"



VOCABULARY: *The battery was dead. – Der Akku war leer.

- 2 When you are bored? Write five sentences.

When I am bored, I

4/23



1 a Listen to the sketch and complete the sentence.

Alisha's birthday party is

4/23



b Listen again and fill in the missing words.

A stressful weekend

Alisha Hey, Mark! Are you OK? You look stressed.

Mark Yeah, I ¹ a stressful weekend.

Alisha Oh yeah?

Mark Yeah, it ² my dad's birthday!

Alisha And that ³ stressful?

Mark Well ... not really. There ⁴ lots of my family there and we ⁵ games.

Alisha Sounds fun!

Mark It ⁶! We ⁷ burgers and ⁸ dogs. We ⁸ pasta and pasta too.

Alisha OK ... and?

Mark Then we ⁹ cake! And I ate four pieces!

Alisha So ...



Mark ... when we ¹⁰ to my ... and ¹¹

Alisha ...??

Mark And I ¹² sick*!

Alisha Oh, no! That is stressful.

Mark Yeah ...

Alisha Mark it's my birthday party next weekend.

Mark Brilliant! Can I come?

Alisha Um ... yes ... but ...

Mark But what?

Alisha But don't eat too much cake!

VOCABULARY: *sick – übel, schlecht

4/24



c In pairs, read out the sketch.

2 In pairs, do the options.

A Listen and choose one dialogue.

- Lucy Hi, Mark! How are you?

Mark Hi! I'm fine. Last night, my dad and I took photos of the moon!

Lucy Last night?

Mary Yes! We took photos of the moon!

B Listen. Act out the dialogues. Choose one. Change it.

- Suzie Hi, Grandpa!

Grandpa Hello, Suzie. How was your weekend?

Suzie It was great! I went to the cinema!

Grandpa That's nice.

Suzie Yes, it was fantastic. Then I hung out with my friends at the shopping centre.

Grandpa That sounds fun.

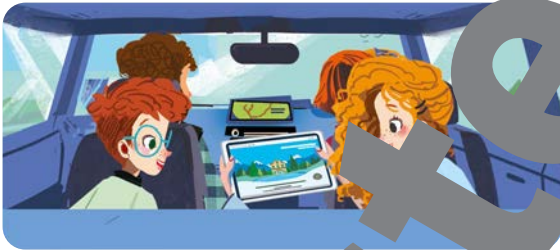
Suzie And ... this is for you!

Grandpa Wow! A book! Thank you, Suzie!

- 1 a** Read the text quickly. Find out how many people the text is about and who they are.
- b** The story is about a place. Where is it?

A fantastic place

It was last summer in June. We were in our car, on the way to Finland for our family holiday. It was a long drive, but that wasn't a problem for me. I listened to music on my phone for hours. Then my brother and I played a video game on my mum's tablet. And then we looked at the website of our summer place again: *Hyönteisten paratiisi*. A lovely name. The photos on the website were great. They showed a nice little house made of wood. Just the right place for my parents, my brother and me – his sister. And the house was on a beautiful lake. The lake was perfect for me. I love swimming.



When we got to the place it was night. Too late to look around. We were in the lake. The landlady was very nice. But I found it strange that she said three times, "Please don't open the windows at night! Never open the windows at night!" We went to our room. My brother looked at me and said to my brother. "Please don't open the windows at night! Never

open the windows at night! We have lots of mosquitoes here. *paratiisi*. Ooooooh!"

We laughed and laughed. And we opened a window.



We wanted to stay for three weeks. We went back home after five days. There were millions of mosquitoes. Millions.

On the way home, I used a translation app on my phone to check the name of our holiday place. *Hyönteisten paratiisi*. It's Finnish. In English, it means ... yes, 'insect paradise'! Then I checked other websites about the place.

One said: 'A fantastic place. But don't go there in June. June is the mosquito month'.



4/25+26+27



c Read again and answer the questions. Then listen and check.

- 1 Is the writer of the text a boy or a girl?
- 2 What feelings do you think the writer had in the car and why?
- 3 Why do you think the two children laughed when they were in their room?
- 4 How was the holiday for the family?
- 5 On the way back home, the writer used the phone. What was the name of the holiday place?
- 6 Why was it a problem that they went on holiday in June?

Story time



1 a Read the text. Answer the questions.

- 1 Where did Oscar and Maisie go first?
- 2 What did they take to go back?

Parks in the city

"Let's go and explore* the city," Maisie said to Oscar. "Good idea," Oscar answered. First, they took the underground to the north. After ten stops, they got off. There was a lovely park and they had great fun there. They ran around the park. They saw some kids with a football. They talked to them and then they played football with them. Maisie even scored a goal*. "That was great," Oscar said. "Now let's go to the south."

They took the tram to the south of the city. There they saw a great ice cream place. They bought two ice creams. They were delicious. "There are really amazing places in the city," Maisie said.

They walked around a bit and saw another park. "You can do fitness training here," Oscar said. "Come on, let's train a bit." Half an hour later, they were tired. "Let's take a bus back. There's the number 17. Let's see where it goes," Oscar said. "I don't know," Maisie answered. "But I've got no idea where it really goes to."



"That doesn't matter," Oscar said. They got on the bus. After 20 minutes, Maisie said, "Look! There's a wonderful park on the left." "You're right," Oscar said. "It looks a bit like* the park next to our house. Let's get off here." They got off and went to the park. It looked like a really great park. But Maisie stopped. "Oscar?" she said. "It doesn't just look like our park ... it is our park!" Then they both laughed. And they had great fun in their park.

VOCABULARY *explore – erkunden; score a goal – ein Tor schießen; look like – aussehen wie

b Read the text again. Match the sentence halves. Draw lines.

- | | |
|---------------------------|--|
| 1 First, Maisie and Oscar | a two delicious ice creams. |
| 2 They had great fun | b some fitness training in another park. |
| 3 Maisie and Oscar | c took the underground to the north. |
| 4 They had | d at a lovely park. |
| 5 They saw some kids | e football with some kids in the park. |
| 6 When they were tired | f took the tram to the south. |
| 7 They got on the bus | g it was their park. |
| 8 They saw that | h they took a bus. |

c Listen and check.

Now go back to page 108. Check with a partner what you know / can do.



At the end of unit 12 ...

you know

- ☐ words for the months of the year
- ☐ ordinal numbers
- ☐ how to make offers and promises
- ☐ how to tell the time

you can

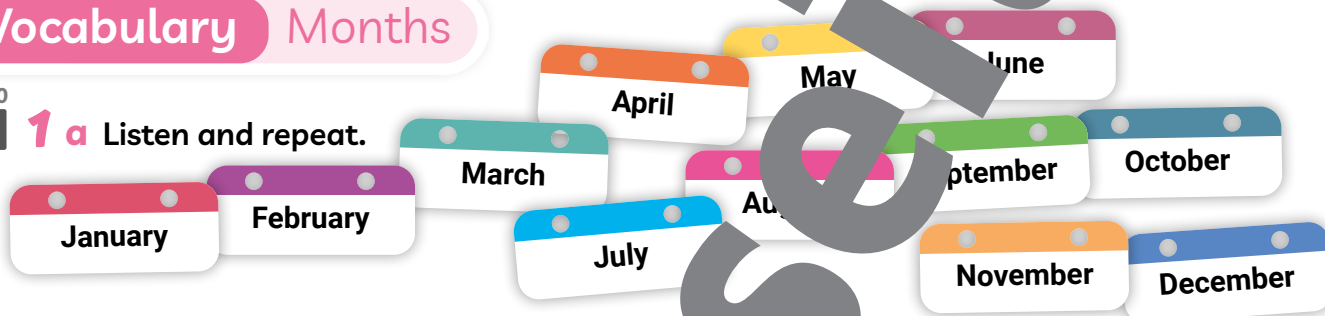
- ☐ say when your birthday is
- ☐ make offers and promises
- ☐ tell the time and the date
- ☐ understand a story about past events
- ☐ write a short text about your (past) day
- ☐ write an invitation

Vocabulary Months

4/30



1 a Listen and repeat.



b In pairs, ask and answer.

What month is your birthday?

March.

Sounds right Ordinal numbers

4/31



2 a Listen and repeat.

1st – first

6th – sixth

11th – eleventh

22nd – twenty-second

2nd – second

7th – seventh

12th – twelfth

23rd – twenty-third

3rd – third

8th – eighth

13th – thirteenth

30th – thirtieth

4th – fourth

9th – ninth

20th – twentieth

31st – thirty-first

5th – fifth

10th – tenth

21st – twenty-first

4/32



b How do you say: 15th, 13th, 24th, 28th? Listen and check.

c In pairs, ask and answer.

What's the 7th month?

It's ...



3 a Watch part 2 of the video.

b Read the story. How many of these tasks can you do?

1 The story is about ...

☐ Thursday.

☐ Friday.

2 Alissa's birthday is on ...

☐ Friday.

☐ Saturday.

3 ... don't know about Alissa's birthday.

T / F

4 ... wants to bring the music.

T / F

5 Ahmed ... to bring the ...

6 Alissa wants to decorate the ...



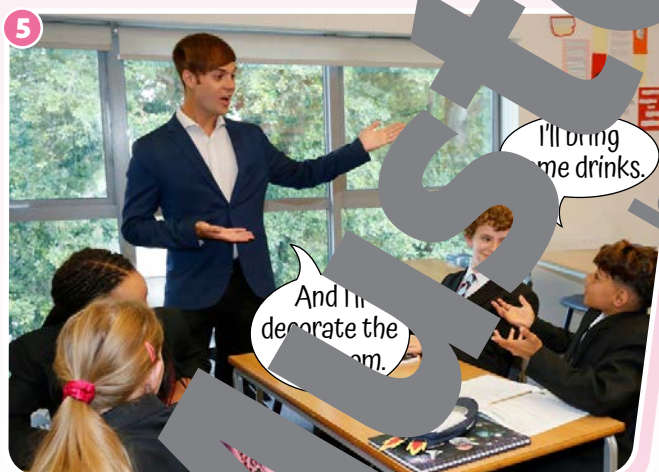
4 Watch part 2 of the video. Answer the questions.

1 Who is first in the classroom?

3 Who is third in the classroom?

2 Who is second in the classroom?

4 Who is the party for?



Let's ... when your birthday is



5

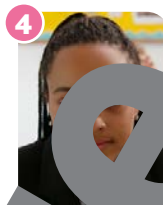
In pairs ... and answer.

When is your birthday?



It's on the 8th of May.

- 1 a** Look at the photo story on page 119 again. Match the children with the objects. Draw lines.



- b** Work in pairs. What do the people say?

- c** Listen and check.

4/33



4/34



- 2** Listen and read.

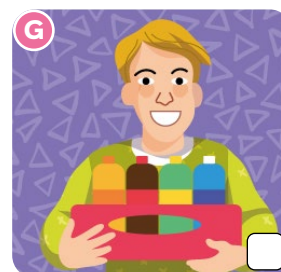
LANGUAGE BOX

- | | |
|------------------------------|---------------------------|
| 1 I'll buy the present. | 5 I'll turn on the music. |
| 2 I'll send the invitations. | 6 I'll make the cake. |
| 3 I'll blow up the balloons. | 7 I'll decorate the room. |
| 4 I'll bring the drinks. | 8 I'll have a party. |

Look!

I'll = I will

- 3** Match the sentences from the Language Box with the pictures. Write 1–8 in the boxes.



- 4** In groups, organise a birthday party. Say.

It's my birthday on ...
Let's have a party.
I'll ...

And I'll ...

A song

4/35+36



1 a Listen and sing.

The birthday song

My birthday's on a Sunday,
it's the second day in June.
The party starts at three
in the afternoon.

*Happy birthday to you.
Happy birthday to you.
We hope you get presents
and a birthday cake too.*

My birthday's on a Wednesday,
it's the fifteenth day of May.
I want a lot of presents.
I hope that is okay.

Happy birthday to you ...

My birthday's on a Monday,
it's October twenty-third.
You've got me a great present
well, that is what I heard.

Happy birthday to you ...

My birthday's on the ...
it's a Friday in July.
I am a bit unlucky,
I get no presents. Oh why?

*Happy birthday to you.
Happy birthday to you.
We hope you get presents,
and a birthday cake. Happy birthday!*



4/35



b Listen again. Make a list of months that are not in the song.

c Complete the sentences.

- 1 My birthday's day this year.
- 2 My birthday's April.
- 3 My birthday's the July.
- 4 My birthday's on the third day May.
- 5 My party is the afternoon.
- 6 My party is three o'clock.



2 In pairs, choose A or B.

A Read. Act out one dialogue.

- 1 Tim When's your birthday?
Leah The twenty-second of March.
Tim Will there be a birthday party?
Leah I hope so.

B Read. Act out the dialogues. Choose one. Change it.

- 2 Sarah When's your birthday?
Luis The ninth of November.
Sarah Oh? Next week then?
Luis Yes, and I'll have a big party.
Sarah When?
Luis It starts at seven in the evening.

4/37

**1 a** Listen and read. Underline the time expressions.

Sonia Will you be at my party next week? Sonia Yes. Can you come over in the afternoon at about quarter past three?
 Jerry Yes, of course. When is it?
 Sonia On Saturday, at six o'clock. Jerry To do what?
 Jerry And how long will it be? Sonia To help me decorate the room.
 Sonia It finishes at half past eleven. Jerry Oh dear, I've got no lesson till quarter to five.
 Jerry OK. Can I help? Sonia When?

b Write the time expressions from **1a** under the clocks.

1

2

3

4

4/38

**2** Listen and read.

LANGUAGE BOX



at half past two



at quarter past one



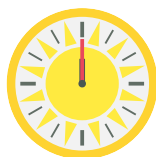
at quarter to three



at twenty-to six



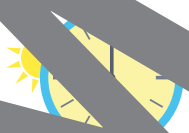
at ten to nine



at lunchtime



at midnight



at eight o'clock in the morning



at five o'clock in the afternoon



at eleven o'clock at night

**3** In pairs, talk about your day.

I get up at ...
I go to school at ...

School starts at ...
I have lunch at ...

Look!

a.m. – from midnight to lunchtime
p.m. – from lunchtime to midnight

4/39



1 a Listen and draw the time on the clocks.

1 What time is the party?



4 What time does school start?



2 What time is the film?



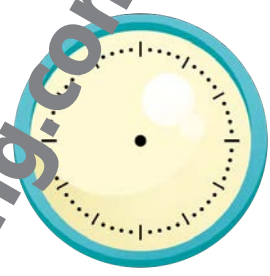
5 What time does school finish?



3 When does the party finish?



6 When does the football game start?



b In pairs, choose a clock from 1a and say the time. How fast can your partner find it?

2 a Answer the questions and go self.

What time do you...

- 1 get up on a Monday?
- 2 get up on a Sunday?
- 3 go to bed on Tuesday?
- 4 go to bed on Saturday?
- 5 have lunch on the weekend?
- 6 go to school on the weekend?

b In pairs, it's your turn to guess.

I think you get up on Mondays at ...



That's right.

Almost, I get up at ...

You're wrong. I get up at ...

- 1 Read and match the pictures with the clocks. Draw lines. There are three extra clocks.

A perfect day

Last Sunday was the perfect day. I got up at half past ten and had breakfast watching TV. Then I went to town to see my friends. I met them at quarter to twelve outside my favourite café. I wasn't very hungry but I ate a big burger and chips. It was delicious. At ten to three, we went outside the football stadium for the game. The game started at three p.m. and was 5-0. It was fantastic. We left the stadium at quarter to five and went to the cinema. We watched the new Marvel film. It was very exciting. The film finished at twenty past eight. At ten to nine, we were in the new pizza restaurant. The pizzas are the best. Then I walked home with my best friend carrying my football, Marvel film and pizza. Days don't get better than that.



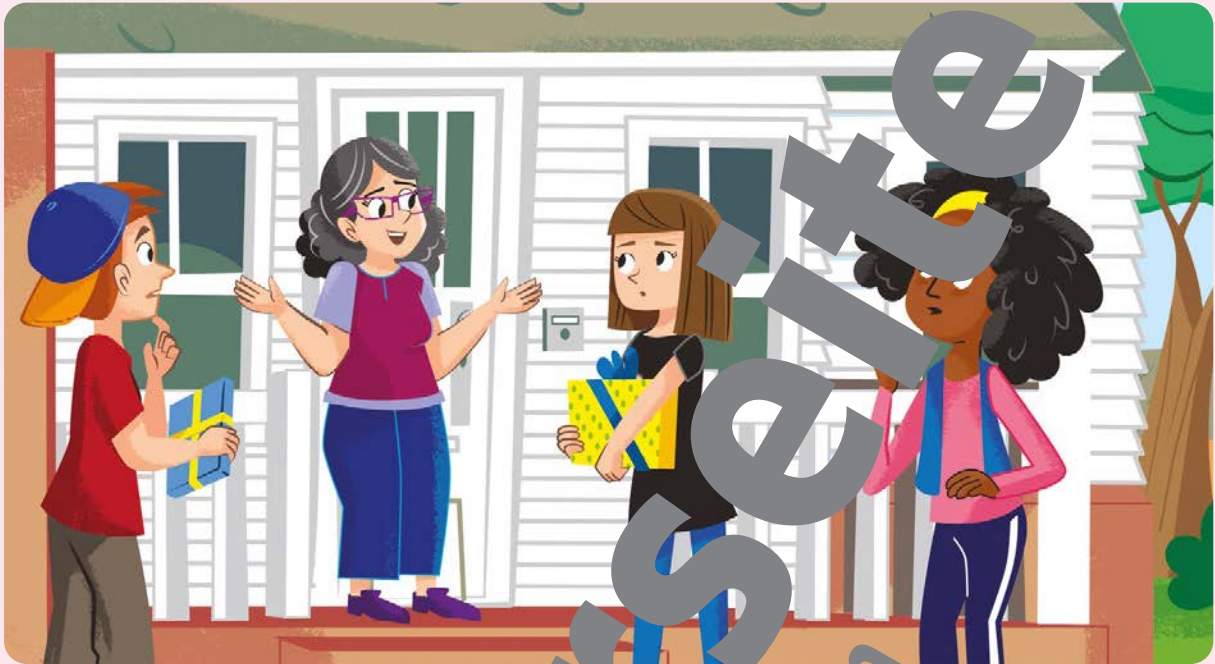
- 2 Use the three extra clocks in 1 to write a short text (60–80 words) about your perfect day.

At half past nine, I

4/40



1 a Listen to Cathy's story. What was the problem?



4/40



b Listen again and match the sentence halves.

- | | |
|------------------------------|------------------------------------|
| 1 Cathy wanted to | a sure there was a birthday party. |
| 2 Cathy wanted | b friends at ten past six. |
| 3 Amy and Jason weren't | c make a birthday card for Evie. |
| 4 They got her a | d to wrap the present for Evie. |
| 5 Cathy met her | e at her house. |
| 6 Then Evie's grandma called | f book. |
| 7 Evie wasn't | g next Friday. |
| 8 The party will be | h to the door. |

4/41




2 In pairs, do option A or B.

A Listen. Act out one dialogue.

- 1 Mum: It's Evie's birthday.
 Tanja: When was it?
 Mum: I'm sure it is. There's a card on the table at seven o'clock.
 Tanja: Let me phone her.
 Mum: What? Is there a party?
 Tanja: Yes, there is. Next week.

B Listen. Act out the dialogues. Choose one. Change it.

- 2 Harry: Ellie, can we meet at quarter to five?
 Ellie: Why?
 Harry: I want to buy a birthday present.
 Ellie: For who?
 Harry: My mum.
 Ellie: Right. So where do you want to meet?
 Harry: At the cake shop.
 Ellie: Really?
 Harry: Let's have some cake before we go and buy a present.

-  **1 a** Read the story on the website and put the pictures in the correct order.

Embarrassing stories

A terrible birthday party

Never again! That was my last birthday party! Everything went wrong!

It all started OK. Mum and Dad and I decorated the room. Mum put a cake on the table and Dad got all the drinks.

The party was at six. At six, nobody was there. Where were my friends? They all got their invitations and they all said yes. I looked at my invitation again. It said seven o'clock. How stupid of me.

At seven o'clock my friends arrived. The first thing Lisa said was "Sorry. I forgot your birthday present at home." And Isabel said, "I made a cake for you. But I dropped it on the way here. I'm so sorry." I smiled and said, "Don't worry. We've got a backup plan." Then I saw Fred shake a bottle of fizzy drink. Of course, he sprayed everybody with the drink and Lisa ran away from Fred and she ran right into the birthday cake. There was cake on the floor, and everybody was covered in fizzy drink. Isabel cried because her hair was all wet. And then I cried because everything was a mess. And Dad said, "Maybe we can stop the party now. And we'll try again next Saturday." But I'm not sure. I think this was my last birthday party!



4/42+43+44



- b** Listen and choose the correct answer.

- 2** Do one of the tasks for B.

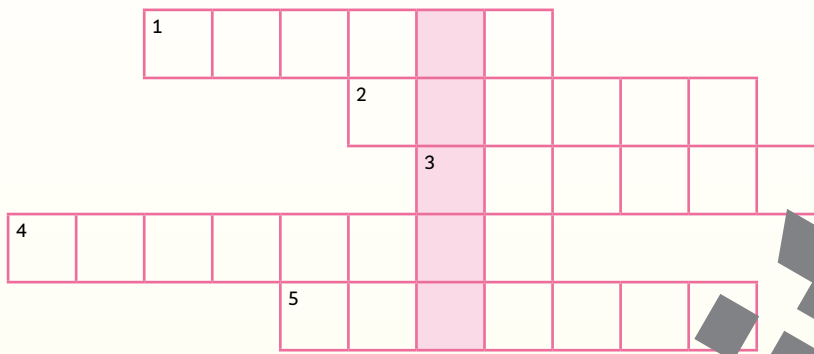
A Make an invitation card for a birthday party. Don't forget to write the date and place. Decorate it and sign it.

Hi,
I want to invite you ...
The party is at ...
It starts at ...
It ends at ...
I'm looking forward to seeing you.

B You want to invite eight kids to your birthday party. Make a to-do list (what to buy, plans for games, music ..., who will help you, etc.)

Who do I invite?
For the party I have to buy ...
The games we could play:
My playlist (music):
Ask ... for help.
...

1 Use the clues to do the crossword. Find the name of one of our heroes.



1 The secret spring is in the

2 Victoria is Aiden's

3 is Druff's brother.

4 The is Jenna's friend in the Forest World.

5 The are (They catch animals.)

2 Remember episode 5. In pairs, answer the questions. Then watch episode 6 and check your answers.

1 Who do you think is at the door?

2 What do you think Aiden, Victoria and Jenna do?

3 Watch episode 6 again. Put the events in the order they happen.

☐ Aiden and Jenna jump into the water.

☐ It goes dark.

☐ Aiden sees dinosaurs.

☐ Aiden arrives in the Forest World.

☐ Jenna scares Aiden.

☐ Aiden and Jenna go into the cellar.

Everyday English

4 Match the phrases with the pictures.

1 You're welcome.

2 How dare you!

3 That was close.



VOCABULARY: *lock – versperren; hide – verstecken

Now go back to page 118. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 48 (Revision)

WB p. 137

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich eine Frage stellen möchte, beginne ich oft mit einem Fragewort.

1 **What's** your name?2 **How** are you?3 **How** old are you?

b Ordne die richtigen Antworten den Fragen in a zu. Schreibe 1-

☐ I'm OK, thanks.☐ I'm 12.☐ My name's Tom.

c Complete the questions with the correct question word from a.

1 colour is your pen?

4 in your pencil case?

2 's in your school bag?

5 are you, Tina?

3 are you, Tom?

6 's your name?

d Do a quiz with your partner. Ask a question from and an answer from the box. Then swap roles.

A book, a pencil case, and a ruler.
I'm Chris.

It's blue. ten pencils and a rubber.
I'm OK, thanks. I'm eleven.

Grammar 2 *there is / there are*

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich sagen will, dass da (zum Beispiel in meiner Schultasche) ein Buch ist, sage ich:

There is a book in my school bag.

Wenn ich sagen will, dass da mehrere sind, sage ich:

There are three books in my school bag.**Look!**there **is** = there's

b Watch the video and do the grammar rap.



Girl There are six girls.
Girl There are six boys.
Girl There are six boys.
Girl There's a football.
Boy There's a football.
Girl There's a match.
Girl There's a match.

Boy and girl GOAL!
Girl There's a goal.
Boys and girls There are six girls.
There are six boys.
There's a football.
There's a match.
There's a goal.

c In pairs look at the picture. Make sentences with *There is / There are*.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich das Wort **be** (sein) verwende, achte ich auf die richtige Form.

*I'm (I **am**) Tom. Sandra's (Sandra **is**) nine. You're (You **are**) Sue and Kim.
You're (You **are**) Sandra. It's (It **is**) blue. They're (They **are**) teachers.
Tom's (Tom **is**) ten. We're (We **are**) in class 7C.*

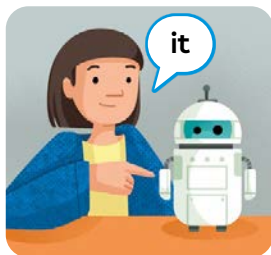
b In pairs, complete the sentences. Ask and answer.

- Hi, I Lily. What your name?
- Ahmed 11. How old you?
- Oliver in class 7C. What class you in?
- My ruler green. What colour ruler?

Grammar 2 Subject pronouns

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die Subjektpronomen *I, you, he, she, it, we, you, they* verwenden wir, um über Personen zu sprechen.



b Watch the video and listen to the grammar rap.

I, I'm from Austria.
you, you're Ken.
he, he's Tom.
we, She's Milly.
you, It's so chilly*! Brrrrrrr!
they.

I,
you,
he, she, it,
we,
you,
they.

We're from Austria.
You're from England.
They're from Finland.
Let's make a rock band.
Yeah!

VOCABULARY: *chilly – kühl, kalt

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du *I am ...*, *you are ...* usw. verneinen willst, hängst du das Wort **not** an:

affirmative	negative (Kurzform)	negative (Langform)
<i>I'm happy</i>	<i>I'm not happy.</i>	<i>I am not happy.</i>
<i>You're great.</i>	<i>You aren't great. / You're not great.</i>	<i>You are not great.</i>
<i>He/She/It's hungry.</i>	<i>He/She/It isn't hungry. / He/She/It's not hungry.</i>	<i>He/She/It is not hungry.</i>
<i>We're tired.</i>	<i>We aren't tired. / We're not tired.</i>	<i>We are not tired.</i>
<i>They're bored.</i>	<i>They aren't bored. / They're not bored.</i>	<i>They are not bored.</i>

b Watch the video and rap part 1 of the grammar rap.



I am	→	I'm not	→	It isn't
You are	→	You aren't	→	We aren't
He is	→	He isn't	→	You aren't
She is	→	She isn't	→	They aren't

c Do a quiz with your partner. Swap roles.

I am.

I am not.

d Now watch and rap part 2 of the grammar rap.

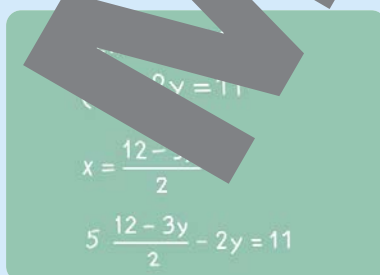


I'm happy. I'm not.	It's fake. It isn't true.
You're great. You aren't bad.	We're ten. We aren't two.
He's smart. He isn't cold.	You're active. You aren't lazy*.
She's young*. She isn't old.	They're clever. They aren't crazy*.

VOCABULARY: *young – jung; lazy – faul; crazy – verrückt

e In pairs, use the pictures to make sentences. Use *I, you, ...* and the words in the box.

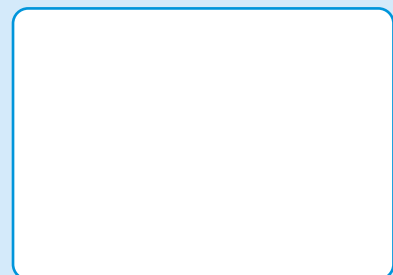
funny great smart happy awesome clever correct red blue nice cold



It isn't simple.



She isn't two.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich eine Frage mit dem Verb **be** stellen will, brauche ich **am, are, is** + die Person.

Am I ten? **Are you** happy? **Is he** cold? **Is she** tired?

Um eine Frage zu beantworten, verwende ich **Yes** oder **No** + die Person (negative).

Yes, **I am**. No, **I'm not**. Yes, **he is**. No, **she isn't**.

b In pairs, read the questions and answers.

A Am I happy?

B Yes, I am. / No, I'm not.

A Are you OK?

B Yes, I am. / No, I'm not.

A Is he cold?

B Yes, he is. / No, he isn't.

A Is she ten?

B Yes, she is. / No, she isn't.

A Is it blue?

B Yes, it is. / No, it isn't.

A Are we angry?

B Yes, we are. / No, we aren't.

A Are you OK?

B Yes, I am. / No, we aren't.

A Are they ten?

B Yes, they are. / No, they aren't.

c Complete the short answers.

1 Am I lazy? – Yes, you **are**.

2 Are you hungry? – No, I **am not**.

3 Is she cold? – No, she **isn't**.

4 Is he nine? – Yes, he **is**.

5 Is it true? – No, it **isn't**.

6 Are we crazy? – No, you **are not**.

7 Are you tired? – Yes, we **are**.

8 Are they OK? – No, they **are not**.

d In pairs, ask and answer questions about the pictures.

Number 3. Is she happy?

No, she isn't.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du sagen möchtest, was dir oder jemandem gehört, verwendest du **have got** bzw. **has got**.

I've got three cats.

He's/She's/It's got two best friends.

We've/You've/They've got two pets.

Look!

I've got have got
has got

b Watch the video and rap part 1 of the grammar rap.

I have got	→	I've got	It has got	→	It's got
You have got	→	You've got	We have got	→	We've got
He has got	→	He's got	You have got	→	You've got
She has got	→	She's got	They have got	→	They've got

c Do a quiz with your partner. Swap roles.

I have got



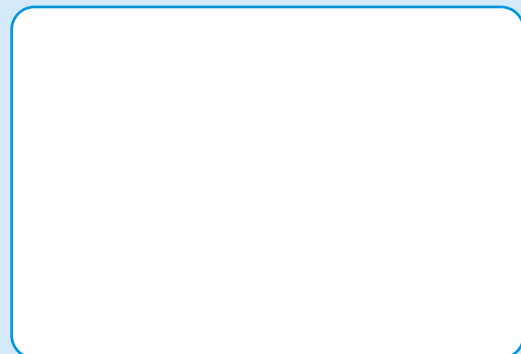
I've got

d Now watch and rap part 2 of the grammar rap.

I've got a fish. They've got a crocodile.
You've got a cat. It's got a name – Sue.
Molly's got a snake. We all got animals.
And Fred's got a rat. They live in a zoo!

**e** In pairs, look at the pictures and make sentences. Choose an animal and use *have/has got*.

He's got a spider.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die Verneinung von *have/has got* bildest du mit **not**.

I **have not got** a brother. → I **haven't got** a brother.
 He/She/It **has not got** a pet. → He/She/It **hasn't got** a pet.
 We/You/They **have not got** a crocodile. → We/You/They **haven't got** a crocodile.

Wenn du Ja/Nein-Fragen mit *have/has got* bilden möchtest, änderst du die Wortstellung folgendermaßen:

Have/Has + **Person** + **got** + **Objekt**

Have you **got** a pet?
Has he/she **got** a green school bag?
Has it **got** four legs?
Have we/you/they **got** a zoo?

b In pairs, read the questions and answers.

- A Have you got a basketball? B Yes, I have. / No, I haven't.
 A Have I got a brother? B Yes, you have. / No, you haven't.
 A Has she got a sandwich? B Yes, she has. / No, she hasn't.
 A Have I got a sister? B Yes, I have. / No, he hasn't.
 A Have you got a dog? B Yes, you have. / No, you haven't.
 A Have they got a cat? B Yes, they have. / No, they haven't.

c In pairs, ask and answer questions about the animals.

Has your best friend got ... ?

Have you got ... ?

Have your parents got ... ?



5 Grammar 1 Present simple (affirmative)

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du über den **Tagesablauf** sprechen möchtest, verwendest du das **Present simple** (Gegenwartsform). In der 3. Person Singular (*he/she/it*) musst du ein **-s** an das Verb anhängen.

*I **get** up at eight. He/She/It **gets** up at eight. We/You/They **get** up at eight.*

Achtung: *I **have** breakfast at six. → He/She/It **has** breakfast at six.*
*I **go** to school at eight. → He/She/It **goes** to school at eight.*

b Watch the video and rap part 1 of the grammar rap.



I get up. She gets up. You get up.
You get up. It gets up. He gets up.
He gets up. We get up. We're ready for the day!

c Now watch and rap part 2 of the grammar rap.



I get up at eight. We go to bed at nine.
You get up at eight. They go to bed at ten.
It gets up at eight. It goes to bed at eleven.
(cock-a-doodle-doo) (cock-a-doodle-doo)
Now we're all awake! Oh no. Not again!

d In pairs, talk about the daily routine.

get up have breakfast go to bed

It gets up at eight.

Grammar 2 Adverbs of frequency

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest die **adverbs of frequency**, wenn du sagen möchtest, **wie häufig** etwas passiert. **oft** jemand etwas macht.



Die **adverbs of frequency** stehen vor dem Verb.

Achtung: Im Verb *be* (*am/is/are*) stehen sie nach dem Verb.

*I **often** get up at seven. She **sometimes** goes to the gym.*
*He **is never** late. They **are always** hungry.*

b In pairs, talk about something you ...

- 1 ... always do on a Monday.
- 2 ... often do on a Wednesday.
- 3 ... sometimes do on a Friday.
- 4 ... never do on a Sunday.

I always get up at seven on a Monday.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Das Present simple verneinst du mit dem Hilfsverb **do/does** und **not**.

I **do not** like hamburgers.

→ I **don't** like hamburgers.

He/She/It **does not** like steak.

→ He/She/It **doesn't** like steak.

We/You/They **do not** like chilli crisps.

→ We/You/They **don't** like chilli crisps.

b Watch the video and rap part 1 of the grammar rap.



I like

→

I don't like

You like

→

You don't like

He likes

→

He doesn't like

She likes

→

She doesn't like

It likes

→

It doesn't like

We like

→

We don't like

You like

→

You don't like

They like

→

They don't like

c Do a quiz with your partner. Swap roles.

I like.

I don't like.

d Now watch and rap part 2 of the grammar rap.

I don't like milk.

You don't like steak.

He doesn't like crisps.

She doesn't like cake.

It doesn't like bread.

We don't like meat.

They don't like milk.

Give us some crisps.



VOCABULARY: *treat – Leckerei, Süßigkeit

e In pairs, write sentences. Choose a food word and use don't/doesn't.

1 They don't like sausages.

2

3

4

Grammar 2 Object pronouns

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verbindest die **object pronouns**, um über das Objekt im Satz zu sprechen.

I – **me**

he – **him**

it – **it**

you – **you**

you – **you**

she – **her**

we – **us**

they – **them**

b Do a quiz with your partner. Swap roles.

I

me

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du eine Frage im *Present simple* stellen willst, stellst du **do** bzw. **does** (bei *he, she, it*) an den Anfang des Satzes, dann hängst du die Frage an.

They **like** animals. → **Do** they **like** animals?

She **likes** pizza. → **Does** she **like** pizza?

Achtung: Das **-s** der 3. Person ist schon in *does* enthalten; daher heißt die Frage auch *like* und nicht *likes*.

b Watch the video and rap part 1 of the grammar rap.



I like ...	→	Do I like ... ?	We like ...	→	Do we like ... ?
You like ...	→	Do you like ... ?	He likes ...	→	Does he like ... ?
He likes ...	→	Does he like ... ?	She likes ...	→	Does she like ... ?
She likes ...	→	Does she like ... ?	It likes ...	→	Does it like ... ?
It likes ...	→	Does it like ... ?	They like ...	→	Do they like ... ?

c In pairs, ask and answer.

Do you like ... ?

Does your friend like ... ?



Yes, I do. / No, I don't.

Yes, he/she does. / No, he/she doesn't.

d Now watch and rap part 2 of the grammar rap.

A Do you like ice cream?	A Does she like music? That girl over there.
B Yes, I do.	B No, she doesn't. Her name is Claire.
A Do you like cheese?	A Does he like books? That boy over there.
B No, I don't.	B Yes, he does. His name's Pierre.
A Can I have your ice cream? And you can have my...	A Why do you know who they are?
B Oh, yes, please, Louise.	B Because I'm smart. Because I'm a star.
	A Ha!

e Write three questions for your friend and write three questions about your friend's music.

- 1
- 2
- 3
- 4
- 5
- 6

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

So kannst du sagen, wem etwas gehört. Dazu musst du die *Possessive adjectives* lernen.
Zum Beispiel:

This is **my** book. (**my** ist das *possessive adjective*)

I – my	he – his	it – its	you – your
you – your	she – her	we – our	they – their

b Match the pronouns and the possessive adjectives. Draw lines.

your

her

I

they

its

their

it

she

you

he

his

we

your

our

my

you

c Look at the pictures. Complete the sentences.



This is
friend Lucy.



This is
school.



Is this ball?



This is
cat.
name is Tiddles.



This is
party.



.....
T-shirt is yellow.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

So sagst du, dass du etwas tun bzw. nicht tun kannst.

I **can** speak German, but I **can't** speak French.

So fragst du, ob jemand etwas tun kann.

Can she speak English? Yes, she **can**. / No, she **can't**.

b Ask a partner *can*-questions.

Can you play the piano?

Can your German teacher speak French?

Can your parents play football?



Yes, I can. / No, I can't.

Yes, he can. / No he can't.

Yes, they can. / No, they can't.

Grammar 2 Imperatives

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

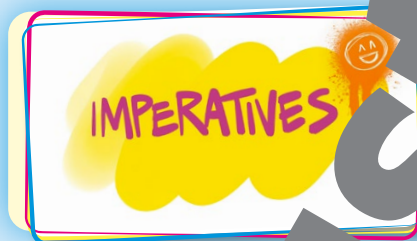
So bildest du die Befehlsform (*Imperative*). Die Form ist gleich wie die Grundform des Verbs.

Go to the door.

Close the door.

Don't open it!

Stop!

b Watch the video and rap part 1 of the grammar rap.

Stand around!
Look at me!
Now come here!
Close your eyes!

Try a plum*!
Now say Yum!
Yum!
Don't eat all the plums!

VOCABULARY: *plum – Zwetschke

c Tell a partner to do something he/she must do.

Go to the door.

d Now watch and do part 2 of the grammar rap. Follow the commands.

Shake your fingers,
touch your nose.
Turn around –
so it goes.

Jump and wave.
Bend your knees.
Touch your ears.
And now freeze*!

Walk one metre,
then sit down.
Make a face
like a clown.

VOCABULARY: *freeze – erstarren, einfrieren

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Mit dem **Present continuous** drückst du aus, dass jemand **gerade jetzt etwas tut**.

So bildest du das **Present continuous**:

Person + **am/is/are** + Verb + **-ing**

I'm (I **am**) **talking**!

She's (She **is**) **writing**.

We're (We **are**) **listening**.

Das **Present continuous** verneinst du mit **not**:

I'm not **talking**.

She isn't **writing**.

We aren't **listening**.

So bildest du Fragen im **Present continuous**:

Am/Is/Are + Person + Verb + **-ing**

Am I **reading**?

Is he **listening**?

Are they **sleeping**?

Achtung auf die Rechtschreibung: write → writing

b Watch the video and rap part 1 of the grammar rap.



Psst! I'm sleeping.
You're writing.
He's jumping.
She's waving.
It's eating.

We're singing.
You're dancing.
They're turning around.
And what do you see?
A dog is sitting in the tree!

c Work with a partner. Ask what they are doing. Then swap roles.

What's the dog doing?

It's



d Now watch and rap part 2 of the grammar rap.

A What are you doing?

B They're having lunch. What's she eating?

A She's eating a cake.

B She's eating a cake. She's eating a cake.

A What are you doing?

B I'm watching her.

A Why?

B She's eating a muffin, Sue. And I'm so hungry too!

e Look at your teacher and three of your classmates. What are they doing right now? Write four sentences.

1

2

3

4

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

So fragst du danach, wieviel etwas kostet:



How much is the T-shirt?



How much are the socks?

Sind die Sachen in deiner Nähe, verwendest du **this** (Einzahl) und **these** (Mehrzahl).
Sind sie weiter weg, dann verwendest du **that** (Einzahl) und **those** (Mehrzahl).



How much is this T-shirt?

How much are these shoes?



How much is that hoodie over there?

How much are those shorts over there?

b In pairs, look at the picture. Ask How much is/are ...? Your partner tells you the price. Then swap roles.

How much is/are ... ?

It's ... / They're ...



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest das **Past simple**, um über Dinge zu sprechen, die in der **Vergangenheit** passiert sind. Das Verb **be** (am/is/are) wird im **Past simple** zu **was** bzw. **were**.

I'm English. I **was** born in London.

You're Austrian. You **were** born in Vienna.

Last night, my house **was** cold. Today, it's hot!

Yesterday, my friends **were** angry. Today, they're happy!

b Watch the video and rap part 1 of the grammar rap.



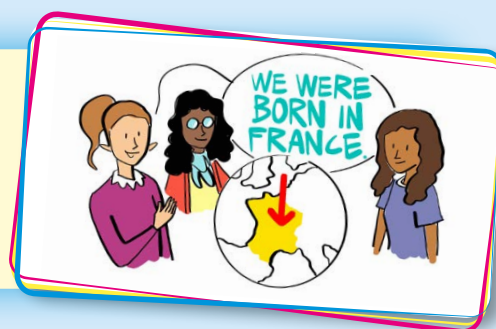
I am	→	I was	It is	→	It was
You are	→	You were	We are	→	We were
He is	→	He was	You are	→	You were
She is	→	She was	They are	→	They were

c In pairs, tell your partner.



d Now watch and rap part 2 of the grammar rap.

I was born in China! She was born in Brazil.
You were born in Spain. We were born in France.
He was born in Africa. They were born in Italy,
And we were born in the same place and they love to dance!



e Write sentences about you and a friend. Use *was/were*.

-
-
-
-

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die Verneinung von was/were bildest du, indem du **not (n't)** an das Verb hängst.
Um Fragen mit was/were zu bilden, stellst du die *Past simple* Form des Verbs an die erste Stelle.

Questions	Negatives
Were you good at sport?	I wasn't good at sport when I was 10.
Was I good at art?	You weren't good at art in the garden.
Was your brother in the football team?	He wasn't in the football team last year.
Was your sister a swimmer?	She wasn't a swimmer when she was 6.
Were we at the cinema?	We weren't at the cinema on Tuesday.
Were they at school?	They weren't at school on Monday.

b Complete the table with your own ideas.

+		?
I was good at running.	I wasn't good at running.	Were you good at running?
You	You	
He	He	
She	She	
We	We	
They	They	

c Complete the dialogue

1 Sam 1 **Was** you 2 **you** good at football?
Dad No, 3 4
5 6
7 football!

2 7 8 good at
9
Dad No, 9 10
11
12 at maths!
Sam 13 your friend good at geography?
Dad Yes, 14 15!



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die Past simple Form von regelmäßigen Verben (regular verbs) bildest du, indem du an die Grundform die Endung **-ed** hängst. Endet ein Verb bereits auf **-e**, hängst du nur ein **-d** an.

Yesterday, I play**ed** a game.

On Monday, you listen**ed** to music.

Last night, he watch**ed** TV.

I like**d** the film yesterday.

Achtung auf die Schreibweise:

tid**y** → tid**ied** chat → chat**ted** drop → drop**ped**

b Watch the video and rap part 1 of the grammar rap



I play	→	I played	it list	→	it listened
you listen	→	you listened	we listen	→	we listened
he listens	→	he listened	you play	→	you played
she plays	→	she played	th list	→	they listened

c Work with a partner. Complete the sentence

Yesterday, I ...

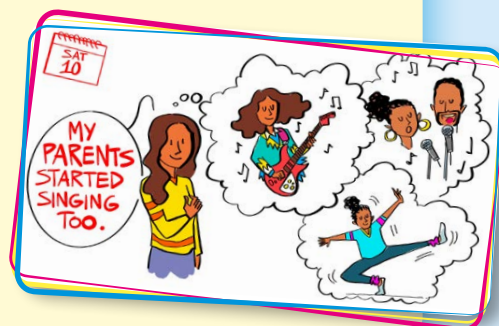
Last night, my friend ...



On Monday, my family ...

d Now watch and rap part 2 of the grammar rap

Yesterday you played guitar, In my dream I played guitar,
My sister watched TV, my sister danced along.
My brother listened to a rap, My parents started
but no-one talked to me. singing too –
Mum and Dad walked in the park. oh, what a lovely song!



e Write four sentences about you and your family. Use the past simple (regular).

- 1
- 2
- 3
- 4

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Nicht alle Verben bilden das *Past simple* mit der Endung **-ed**. Bei unregelmäßigen Verben (*irregular verbs*) ändert sich oft der gesamte Wortstamm. Zum Beispiel:

I **had** a dream. (have) She **sent** a message. (send) We **came** home. (come)
 You **took** a photo. (take) He **wrote** a song. (write) They **went** to the park. (go)

Present	Past simple	Deutsch
be	was/were	sein
build	built	bauen
buy	bought	kaufen
come	came	kommen
do	did	tun, machen
eat	ate	essen
find	found	finden
get	got	bekommen
get up	got up	aufstehen
give	gave	geben
go	went	gehen
hang out	hung out	herumhängen
have	had	haben
hear	heard	hören
leave	left	(ver-)lassen, weggehen
make	made	machen
meet	met	sich treffen, kennenlernen
put	put	legen, setzen, stellen
read	read	lesen
run	ran	laufen, rennen
say	said	sagen
see	saw	sehen
send	sent	(ver-)schicken
sing	sang	singen
take	took	nehmen
wake up	woke up	aufwachen
win	won	gewinnen
write	wrote	schreiben

b In pairs look at the pictures. Write sentences in your exercise book.



Last night, I ...



Yesterday, we ...



Last night, he ...

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um etwas zu versprechen, das du in der **Zukunft** machen wirst, verwendest du die Kurzform von **will ('ll)**.

I'll buy the present.

I'll bring the drinks.

I'll send the invitation.

b Watch the video and rap part 1 of the grammar rap.

I will → I'll	She will → She'll	It will → It'll	You will → You'll
You will → You'll	It will → It'll	They will → They'll	
He will → He'll	We will → We'll		

c Work with a partner. Talk about what you will do for a party.

For the party on Saturday, I'll ...

And I'll ...

OK ...

d Now watch and rap part 2 of the grammar rap.

It's the end of term!
What will you do?

I'll have a party.
I'll call my friends.

We'll have lots of fun,
until the day ends!

It's the end of term!
What will you do?

I'll play my guitar.
I'll watch TV.

I'll play all day long.
Come and play with me!

e Write four sentences about your next weekend in your exercise book. What will you do?

Grammar 2 Telling the time

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Mit den folgenden Ausdrücken kannst du Zeitangaben machen:



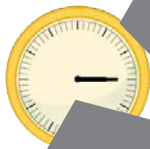
I go to school at **half past eight**.



I have English at **quarter to eleven**.



I have a break at **lunchtime**.



I go to work at **quarter past three**.



I go to bed at **ten to ten**.



I can't sleep at **midnight**.



My mum goes to work at **nine o'clock in the morning**.



My mum comes home at **five o'clock in the afternoon**.



My mum goes to bed at **eleven o'clock at night**.

b Write sentences about your daily routines in your exercise book. Read them out.

Can you understand your teacher?

We have plenty of time.
 Have a go.
 Have a guess.
 Don't worry about your pronunciation.
 Don't worry, it'll get better.
 Maybe this will help you.
 Can anybody correct this sentence?
 That's very good.
 Well done.
 That's nice.
 I like that.
 You did a great job.
 That's correct.
 That's quite right.
 Yes, you've got it.
 That's much better.
 That's a lot better.
 You didn't make a single mistake.
 Your pronunciation is very good.
 You're getting better all the time.
 Work in pairs/threes/fours/fives.
 Work in groups of two/three/four.

Stand up and find a partner.
 Have you finished?
 Do the next activity.
 Let's check answers.
 Come out and write on the board.
 Repeat after me.
 Again, please.
 Would you like to answer question 3?
 Right. Now we will go on to the next exercise.
 Next, please.
 You have 10 minutes to do this.
 Your time is up.
 Are you ready?
 Any questions?
 I'm afraid it's time to finish now.
 We'll have to stop here.
 Hang on a moment.
 Just a moment, please.
 One more thing before you go.
 This is your homework.
 Do exercise 11 on page 22 for your homework.
 There is no homework today.

When you have a problem, say this:

Sorry? / Pardon?
 Can you hear me, please?
 Can you repeat that, please?
 What? English, please?
 I don't understand.
 Sorry, I've forgotten my ...
 Sorry, what's the homework?

[ɑː] arm	[eə] there	[ŋ] song, long
[ʌ] fun	[eɪ] take, they	[p] present, top
[e] desk	[ɪə] here	[r] red, right
[ə] a, an	[ɔɪ] boy	[s] sister, class
[ɜː] girl, bird	[əʊ] go, old	[t] time, cat
[æ] apple	[ʊə] tourist	[z] man, dogs
[ɪ] in, it	[b] bag, club	[ʒ] telephone
[i] every	[d] duck, card	[ʃ] ship, English
[iː] easy, eat	[f] fish, laugh	[tʃ] child, church
[ɒ] orange, sorry	[g] get, dog	[dʒ] base, mother
[ɔː] all, call	[h] hot	[ŋk] think, mouth
[ʊ] look	[j] you	[l] leave
[u] February	[k] can, duck	[w] what, word
[uː] food	[l] lot, small	
[aɪ] eye, buy	[m] more, mum	
[aʊ] our	[n] now, sun	

The English alphabet:

A [eɪ]	N [neɪ]
B [biː]	O [oʊ]
C [sɪː]	P [piː]
D [diː]	Q [kjuː]
E [iː]	S [es]
F [ef]	T [tiː]
G [dʒi]	U [juː]
H [ertʃ]	V [viː]
I [aɪ]	W [ˈdʌbəljuː]
J [dʒeɪ]	X [eks]
K [keɪ]	Y [waɪ]
L [el]	Z [zed/ziː]
M [em]	

A

a / an U1	[ə, eɪ / ən]	ein/eine
a bit of U8	[ə bɪt ɒv]	ein wenig/bisschen von
a little U5	[ə lɪtl]	ein wenig
a lot (of) U5	[ə lɒt (ɒv)]	viel/viele
a week U10	[ə wɪk]	pro Woche
ability U8	[ə'bɪləti]	Fähigkeit
about U1	[ə'baʊt]	über
to act out U2	[tə ækt aʊt]	vorspielen, nachspielen
to add U8	[tə æd]	ergänzen, hinzufügen
address U10	[ə'dres]	Adresse
adjective U7	['ædʒɪktɪv]	Adjektiv, Eigenschaftswort
adverb U5	['ædvə:b]	Adverb, Umstandswort
African U8	['æfrɪkən]	afrikanisch
after U5	[ɑ:ftə]	nach
After School Club ASC1	['ɑ:ftə sku:l klʌb]	Nachmittagsbetreuung
afternoon U5	[ɑ:ftə'nu:n]	Nachmittag
again U1	[ə'gen]	wieder, noch ein
(100 years) ago U10	[(100) jɪəz ə'gəʊ]	vor (hundert Jahren)
to agree U9	[tə ə'gri:]	zustimmen
all U3	[ɔ:l]	alle/alles
all over U8	[ɔ:l əʊvə]	überall
all over the world U8	[ɔ:l əʊvə ðə wɜ:ld]	auf der ganzen Welt
almost U12	['ɔ:lməʊst]	fast, nahe
alone U7	[ə'ləʊn]	allein
Come along! U9	[kʌm ə'lɒŋ]	Komm (mit)
alphabet U2	[ælfəbet]	Alphabet
alright U3	[ɔ:l'raɪt]	in Ordnung; schön, okay
also U1	[ɔ:lsəʊ]	auch
always ASC5	[ɔ:lweɪz]	immer
a.m. U12	[eɪ ɛm]	Vormittags
amazing U7	[ə'meɪzɪŋ]	erstaunlich
and U1	[ənd]	und
angry U3	[æŋɡrɪ]	zornig, wütend
animal U4	[ə'nɪməl]	Tier
another U6	[ə'nʌðə]	ein anderer/eine andere/ein anderes
answer U7	[ɑ:nsə]	Antwort, Lösung
to answer U7	[tə ɑ:nsə]	antworten
any U6	[eni]	irgendein/irgendeine; kein/keine; etwas
(not) any more SS5	[nɒt eni mɔ:]	(nicht) noch mehr
anything U7	[eniθɪŋ]	etwas
apple U5	[æpl]	Apfel
April U12	['eɪprəl]	April
April fool! ASC8	['eɪprəl fu:l]	April, April!
Argentina U10	[ɑ:dʒən'ti:nə]	Argentinien

arm U7

arm U7	[ɑ:m]	Arm
around U9	[ə'raʊnd]	herum; um
to arrive U12	[tə ə'raɪv]	ankommen
art U2	[ɑ:t]	Kunst
article U3	['ɑ:tɪkəl]	(Zeitungsbearbeitungs-)Artikel
as ... as U9	[əz ... əz]	so lange; genauso wie
to ask U1	[tə ɑ:sk]	fragen; bitten
to ask for U9	[tə ɑ:sk fɔ:]	fragen nach; bitten um
(shop) assistant U9	['ɪsɪstənt]	Verkäufer/Verkäuferin
at U1	[æt]	bei; auf; um; zu
at home U6	[ət hoʊm]	zu Hause
at last SS9	[ət lɑ:st]	endlich, schließlich
at lunch U10	[æt 'lʌntʃ,taɪm]	zu Mittag
at midnight U10	[æt 'mɪdnɑ:t]	um Mitternacht
at night U10	[æt naɪt]	in der Nacht
at the door U10	[æt ðə dɔ:]	an der Tür
August U10	['ɔ:gəst]	August
Australia U10	[ɒs'treɪliə]	Australien
Austrian U10	['ɒstriə]	Österreich
Austrian U10	['ɒstriən]	österreichisch; Österreicher/Österreicherin
average U8	['ævərɪdʒ]	durchschnittlich; Durchschnitts-
away U2	[ə'weɪ]	weg
awesome ASC11	['ɔ:səm]	fantastisch, großartig

B

baby U7	[beɪbi]	Baby, Säugling
to babysit U7	[tə 'beɪsɪt]	babysitten, Kinder hüten
back U3	[bæk]	zurück
back U7	[bæk]	Rücken
back to back ASC9	[bæk tə bæk]	Rücken an Rücken
backpack SS2	[bækpæk]	Rucksack
backwards U10	[bækwədʒ]	rückwärts
bacon U6	['beɪkən]	Speck
bad U2	[bæd]	schlecht, böse
bad luck U6	[bæd lʌk]	Pech; Missgeschick
bag U4	[bæg]	Tasche; Tüte
ball U1	[bɔ:l]	Ball
balloon U12	[bə'lu:n]	Ballon
banana U6	[bə'nɑ:nə]	Banane
bar ASC3	[bɑ:]	Riegel
basketball U1	['bɑ:skɪtbɔ:l]	Basketball
bathroom U3	[bɑ:θru:m]	Bad, Badezimmer
battery U11	['bætri]	Batterie; Akku
to be U2	[tə bi:]	sein
Be careful! U9	[bi: 'keəfʊl]	Sei vorsichtig!
to be good at U10	[tə bi: gud æt]	etw. gut können
beautiful U4	[bju:tɪfl]	schön
because U8	[brɪ'kəz]	weil
bed U3	[bed]	Bett

bedroom U3	[bedru:m]	Schlafzimmer
before U5	[bɪ'fɔ:]	bevor; zuvor; vor
beginning U10	[bɪ'gɪnɪŋ]	Anfang
behind U4	[bɪ'haɪnd]	hinter
Beijing U10	[beɪ'ʒɪŋ]	Peking
to believe SS3	[tə bɪ'li:v]	glauben
below U7	[bɪ'ləʊ]	darunter, unterhalb
to bend U8	[tə bend]	beugen, neigen, krümmen
best U4	[best]	bester/beste/bestes
better U12	[betə]	besser
between U8	[bɪ'twi:n]	zwischen
big U6	[bɪɡ]	groß
bike U8	[baɪk]	Fahrrad
biker U10	['baɪkə]	Radfahrer/ Radfahrerin
billion U4	['bɪljən]	Milliarde
biology U2	[baɪ'ɒlədʒi]	Biologie
bird U7	[bɜ:d]	Vogel
birthday U1	[bɜ:θdeɪ]	Geburtstag
black U1	[blæk]	schwarz
to blow up U12	[tə bləʊ ʌp]	aufblasen
blue U1	[blu:]	blau
board U5	[bɔ:d]	Tafel
boat U3	[bəʊt]	Boot
body U8	['bɒdi]	Körper
body part U8	['bɒdi pɑ:t]	Körperteil
book U1	[bʊk]	Buch
to be bored U3	[tə bi: bɔ:d]	sich langweilen
boring U10	[bɔ:ɪŋ]	langweilig
born U10	[bɔ:n]	geboren
boss U7	[bɒs]	Chef, Vorgesetzter
both ASC6	[bəʊθ]	beide
bottle U6	['bɒtl]	Flasche
box U1	[bɒks]	Box
boy U1	[bɔɪ]	Junge
boyfriend U7	[bɔɪfrend]	Freund
Brazil U10	[brə'zɪl]	Brasilien
bread U6	[bred]	Brot
break ASC9	[breɪk]	Pause
breakfast U5	[brekfəst]	Frühstück
to breathe U3	[tə brɪəð]	atmen
to bring ASC4	[tə brɪŋ]	(mit)bringen
broccoli U6	['brɒkəli]	Broccoli
broken ASC8	['brɒkən]	gebrochen
brother U7	['brʌðə]	Bruder
brown U1	[braʊn]	braun
bubble wrap U8	['bʌbl̩ wɹeɪp]	Luftpolsterfolie
budgie U4	['bʊdʒi]	Wellensittich
burger U5	['bɜ:ɡə]	Burger
but U2	[bʌt]	aber
But it's true! SS3	[bʌt ɪt's tru:]	Aber es ist wahr!
to buy U6	[tə baɪ]	kaufen
by U10	[baɪ]	an; bei; von
by U12	[baɪ]	bis
bye U1	[baɪ]	tschau, tschüss

C

café U6	[kæfeɪ]	Kaffeehaus, Café
cage U4	[keɪdʒ]	Käfig
cake U5	[keɪk]	Kuchen
called U4	[kɔ:ld]	genannt
to call SS5	[tə kɔ:l]	(an-)rufen
camera U2	[kæmə]	Kamera
can U1	[kæn]	können
Canada U10	['kænədə]	Canada
can't (cannot) SS2	[kænt (kænɒt)]	nicht können
Cape Town ASC10	['keɪptaʊn]	Kapstadt
car U7	[kɑ:]	Auto
card U5	[kɑ:d]	Karte
to care U3	[tə keə]	sich kümmern
careful U9	['keəfəl]	vorsichtig
cat U4	[kæt]	Katze
to catch U5	[tə kætʃ]	fangen; festnehmen
cave SS4	[keɪv]	Höhle
cellar SS3	['selə]	Keller
centimetre U8	['sentɪmɪtə]	Zentimeter
chair U1	[tʃeə]	Stuhl
challenge U10	['tʃælɪndʒ]	Herausforderung
change U2	[tʃeɪndʒ]	Wechselgeld
channel U10	['tʃænl]	Kanal; Programm
cheap U9	[tʃi:p]	billig
check U1	[tʃek]	überprüfen, kontrollieren
checklist U5	['tʃeklɪst]	Checklist; Prüfliste, Vergleichsliste
cheese U6	[tʃi:z]	Käse
chicken U6	[tʃɪkɪn]	Huhn
child (pl children) U1	[tʃaɪld, 'tʃɪldrən]	Kind
chilli U6	['tʃɪli]	Chili
China U10	[tʃaɪnə]	China
Chinese U1	[tʃaɪ'nɪz]	Chinesisch; Chinese/ Chinesin
chips U6	[tʃɪps]	Pommes frites
chocolate ASC3	[tʃɒklət]	Schokolade
to choose U2	[tə tʃu:z]	(aus-)wählen
Christmas U9	['krɪsməs]	Weihnachten
chubby U7	['tʃʌbi]	mollig, pummelig
cinema U11	['sɪnəmə]	Kino
to circle U1	[tə sɜ:kl]	einkreisen
city U7	['sɪti]	Stadt
class U1	[kla:s]	(Schul-)Klasse
class project U5	[kla:s 'prɒdʒekt]	Klassenprojekt
classmate U2	['kla:smet]	Klassenkamerad/ Klassenkameradin
classroom U2	[kla:sru:m]	Klassenzimmer
to clean (up) U7	[tə kli:n (ʌp)]	sauber machen, putzen
clever U11	[klevə]	klug, schlau
to climb (up) SS2	[tə klaɪm (ʌp)]	(hinauf-)klettern, (hinauf-)steigen
clock U12	[klɒk]	Uhr
to close U1	[tə kləʊz]	schließen, zumachen
close U7	[kləʊz]	nah
clothes U9	[kləʊðz]	Kleidung

club U1	[klʌb]	Verein, Club
coach U10	[kəʊtʃ]	Trainer/Trainerin
cold U3	[kəʊld]	kalt
colour U1	['kʌlə]	Farbe
to colour U1	[tə kʌlə]	anmalen
colour-blind U7	['kʌlə-blʌɪnd]	farbenblind
colourful U9	['kʌləfʊl]	bunt
Come along! U9	[kʌm əlɒŋ]	Komm(t) mit!
to come U1	[tə kʌm]	kommen
Come on! U1	[kʌm ɒn]	Komm(t) jetzt!, Mach(t) schon!
Come on board! U3	[kʌm ɒn bɔ:d]	Komm(t) an Bord!
to compare U3	[tə kəm'peə]	vergleichen
competition U10	[ˌkɒmpɪ'tɪʃən]	Wettbewerb
to complete U1	[tə kəm'pli:t]	vervollständigen, ergänzen
complicated ASC10	['kɒmplɪkətɪd]	kompliziert
computer game U11	[kəm'pjʊ:tə 'geɪm]	Computerspiel
cook U6	[kʊk]	Koch/Köchin
to cook U6	[tə kʊk]	kochen
cornflakes U7	['kɔ:nfleɪks]	Cornflakes
correct U1	[kə'rekt]	richtig, korrekt
to cost U4	[tə kɒst]	kosten
cotton U9	['kɒtən]	Baumwolle
could U12	[kʊd]	könnte, könnten, könntest
to count U3	[tə kaʊnt]	zählen
country U2	[kʌntri]	Land; Staat
of course U6	[ɒv kɔ:s]	natürlich, g
to cover U1	[tə kʌvə]	bedecken
cow ASC5	[kaʊ]	Kuh
crazy U6	['kreɪzi]	verrückt
ice cream U6	[aɪs kri:m]	Eiscreme
to create U9	[tə kri'eɪt]	entwerfen
crisps U6	[krisps]	Pommes
crocodile ASC4	['krɒkədail]	Krokodil
to cross U3	[tə krɒs]	(an-)kreuzen
to cycle ASC9	[tə'saɪkl]	Rad fahren

D

dad U2	[dæd]	Papa, Vati
daily U5	['deɪli]	täglich
dance U8	[dɑ:ns]	tanzen
to dance U7	[tə dɑ:ns]	tanzen
to be in danger U1	[tə bi: ɪn dʒæŋə]	in Gefahr sein
dangerous SS5	[dʒə'reɪs]	gefährlich
How dare you! SS5	[haʊ deɪə ju:]	Wie kannst du es wagen!
dark SS6	[dɑ:k]	dunkel
date U1	[deɪt]	Datum
daughter U1	['dɔ:tə]	Tochter
day ASC1	[deɪ]	Tag
daydream U11	['deɪdri:m]	Tagtraum
days of the week U5	[deɪz ɒv ðə wi:k]	Wochentage
December U12	[dɪ'sembə]	Dezember
to decorate U12	[tə 'dekəreɪt]	dekorieren
definitely ASC6	['defɪnɪtli]	definitiv
delicious ASC6	[dɪ'liʃəs]	lecker, köstlich
to describe U7	[tə dɪ'skraɪb]	beschreiben

to design U1	[tə dɪ'zain]	entwerfen, gestalten
dialogue U1	[daɪələg]	Gespräch, Dialog
diary U6	[daɪəri]	Tagebuch
to die U10	[tə daɪ]	sterben
different ASC2	['dɪfrənt]	verschieden/ verschiedene; anders
difficult U9	['dɪfɪklt]	schwierig
dinner U5	[dɪnə]	Abendessen
dinosaur SS5	[daɪnəsɔ:]	Dinosaurier
disaster U6	['dɪzəstə]	Katastrophe, Unglück
disbelief U1	[dɪs'bi:lj]	Zweifel, Unglaube
to discuss U8	[tə dɪ'skʌs]	besprechen, diskutieren
disgusting U6	['dɪsgʌstɪŋ]	ekelhaft
to do U1	[tə du:]	machen, tun
to do homework U3	[tə du: həʊm,wɜ:k]	Hausaufgaben machen
doctor U1	['dɒktə]	Arzt/Ärztin
dog U4	[dɒg]	Hund
dollar U4	['dɒlə]	Dollar
done U1	[dʌn]	Fertig!, Erledigt!
Don't worry U1	[dəʊnt 'wʌri]	Mach dir keine Sorgen!, Macht euch keine Sorgen!
door ASC7	['dɔ:r]	Tür
down U7	[daʊn]	hinunter, hinab
downstairs U5	[daʊn'steəz]	unten
drama club ASC9	['dra:mə klʌb]	Theater-AG
drama game ASC3	['dra:mə geɪm]	Theaterspiel
draw U3	[tə drɔ:]	zeichnen, malen
dream U5	['dri:m]	Traum
dress SS3	[dres]	Kleid
drink U6	['drɪŋk]	Getränk
to drink U6	[tə drɪŋk]	trinken
drive U11	['draɪv]	Fahrt
driver U10	['draɪvə]	Fahrer/Fahrerin
drone U1	[draʊn]	Drohne
to drop U12	[tə drɒp]	fallen lassen
dual U10	['dju(:)əl]	doppelt, zweifach

E

each U4	[i:tʃ]	jeder/jede/jedes
ear U7	[ɪə]	Ohr
earlier U5	['ɜ:lɪə]	früher
early ASC12	[ɜ:li]	früh
easy U3	[i:zi]	einfach
to eat U5	[tə i:t]	essen; fressen
egg U6	[eg]	Ei
eight U1	[eɪt]	acht
eighteen U1	['eɪti:n]	achtzehn
eighteenth U12	['eɪti:nθ]	achtzehnter/ achtzehnte/ achtzehntes
eighth U12	[eɪtθ]	achter/achte/achtes
eighty U9	['eɪti]	achtzig
either ASC6	['aɪðə]	entweder; hier: auch nicht
elephant U7	[elɪfənt]	Elefant

eleven U1	[ɪˈlevən]	elf
eleventh U12	[ɪˈlevnθ]	elfter/elfte/elftes
else U6	[els]	sonst; anders
email U10	['i:meɪl]	Email
end U1	[end]	Ende
energy U5	[ˈenədʒi]	Energie
English U2	[ˈɪŋɡlɪʃ]	Englisch
to enjoy U6	[tə ɪn'dʒɔɪ]	genießen
entertainment U11	[ˌentə'teɪnmənt]	Unterhaltung
entry U6	[ˈentri]	Eintrag
episode SS1	[ˈepɪsəʊd]	Folge, Episode
even U10	['i:vən]	sogar
evening U5	[iːvniŋ]	Abend
event U10	[ɪ'vent]	Ereignis, Veranstaltung
ever U10	[evə]	je(mals)
every U4	[evri]	jeder/jede/jedes
every day U5	[ˈevri deɪ]	täglich
everybody ASC2	[ˈevribɒdi]	jeder/jede/jedes
everyone U2	[ˈevriwʌn]	jeder/jede/jedes
everything U7	[ˈevriθɪŋ]	alles
everywhere SS4	[ˈevriweə]	überall
exactly U6	[ɪɡ'zæktli]	genau, exakt
example U9	[ɪɡ'zɑ:mpl]	Beispiel
excellent U6	[eksələnt]	ausgezeichnet
excited U12	[ɪk'saɪtɪd]	aufgeregt
exciting U6	[ɪk'saɪtɪŋ]	aufregend, spannend
Excuse me! U2	[ɪk'skju:z mi]	Entschuldigen Sie bitte!, Entschuldigung
expensive U9	[ɪk'spensɪv]	teuer
to experiment U6	[tə ɪks'perɪmənt]	experimentieren
to explain U10	[tə ɪks'pleɪn]	erklären
to explore U11	[tə ɪk'splɔ:]	erkunden, erforschen
to express U4	[tə ɪks'pres]	ausdrücken
extra U2	[ekstrə]	zusätzlich
extreme U10	[ɪks'tri:m]	extrem
eye U8	[aɪ]	Auge

F

face U6	[feɪs]	Gesicht
fact U4	[fækt]	Tatsache
factual U8	['fæktʃl]	tatsächlich, faktisch
to fall into SS4	[tə fɔ:l ɪn]	in ... fallen
false U2	[fæls]	falsch
family U4	[fæmli]	Familie
fantastic U11	[fən'tæstɪk]	toll, fantastisch
far U2	[fɑ:]	weit weg
farmer U5	[fɑ:mə]	Bauer/Bäuerin
fast SS2	[fɑ:st]	schnell
father U7	[fɑ:ðə]	Vater
favourite U2	[fə'veɪtɪt]	Liebungs-
feather U11	['feðə]	Feder
February U12	['febrʊəri]	Februar
to feel U3	[tə fi:l]	(sich) fühlen
feeling U3	[fi:lɪŋ]	Gefühl
feet U8	[fi:t]	Füße
female U7	['fi:meɪl]	weiblich

fifteen U1	[fɪf'ti:n]	fünfzehn
fifteenth U12	[fɪf'ti:nθ]	fünfzehnter/fünfzehnte/fünfzehntes
fifth U12	[fɪfθ]	fünfter/fünfte/fünftes
fifty U9	['fɪfti]	fünfzig
figure U10	['fɪɡə]	Mahl, Betrag
to fill in U1	[tə fi:l ɪn]	ausfüllen, eintragen
film U5	[fɪlm]	Film
finally U3	[fə'nælɪ]	schließlich, endlich
to find U1	[tə faɪnd]	finden
to find out U2	[tə faɪnd aʊt]	herausfinden
finding U8	['faɪndɪŋ]	Erkenntnis, Feststellung
fine ASC1	[faɪn]	in Ordnung, gut
finger U8	['fɪŋɡə]	Finger
finger nail U8	['fɪŋɡə naɪl]	Fingernagel
Finnish U1	['fɪnɪʃ]	Finnisch
Finland U1	['fɪnlənd]	Finnland
first U5	[fɜ:st]	zuerst, zunächst
fish (n'fish) U1	[fɪʃ]	Fisch
fit U9	[fɪt]	fit, tauglich
to fit U9	[tə fɪt]	passen
five U1	[faɪv]	fünf
five to (three) U1	[faɪv tə (θri:)]	fünf vor (drei)
fizzy drink U1	['fɪzi drɪŋk]	kohlensäurehaltiges Getränk, Soda
flag U3	[flæg]	Fahne, Flagge
flavour U6	['fleɪvə]	Geschmacksrichtung
flea market U9	[fli: 'mɑ:kɪt]	Flohmarkt
to flip U10	[tə flɪp]	Salto machen
floating market U1	['fləʊtɪŋ 'mɑ:kɪt]	schwimmender Markt
floor U4	[flɔ:r]	(Fuß-)Boden
to fly U9	[tə flai]	fliegen
to follow U3 G	[tə fɒləʊ]	folgen
the following U4	[ðə fɒləʊɪŋ]	das Folgende
food (n'pl) U6	[fu:d]	Essen
football (pl feet) U8	[fʊt, fi:t]	Fuß
football U1	['fʊtbɔ:l]	Fußball
football player U10	['fʊtbɔ:l 'pleɪə]	Fußballspieler/Fußballspielerin
for U1	[fɔ:r]	für
for sale U9	[fɔ: seɪl]	zum Verkauf
forest SS3	['fɒrɪst]	Wald
to forget U7	[tə fə'get]	vergessen
form U3	[fɔ:m]	Form
forty U9	[fɔ:ti]	vierzig
forward U12	['fɔ:wəd]	vorwärts
four U1	[fɔ:r]	vier
fourteen U1	[fɔ:'ti:n]	vierzehn
fourth U12	[fɔ:θ]	vierter/vierte/viertes
France U10	[fra:ns]	Frankreich
free SS1	[fri:]	frei
freestyle U10	['fri:staɪl]	Freistil
French U8	['frentʃ]	Französisch; Franzose/Französin
frequency U5	['fri:kwənsɪ]	Häufigkeit
Friday U5	['fraɪdeɪ]	Freitag

friend U1	[frend]	Freund/Freundin
friendly U7	['frendli]	freundlich
frog U8	[frɒg]	Frosch
from U2	[frəm]	von, aus
fruit U9	[fru:t]	Obst
fun U5	[fʌn]	Spaß
funny U1	[fʌni]	lustig, komisch
fur U4	[fɜ:]	Pelz

G

game U2	[geɪm]	Spiel
garden U3	[gɑ:.dən]	Garten
geography U2	[dʒi'ɒɡrəfi]	Geographie
German U2	['dʒɜ:mən]	Deutsch
Germany U10	[dʒɜ:məni]	Deutschland
to get U4	[tə ɡet]	holen; bekommen; werden
to get off U11	[tə ɡet ɒf]	aussteigen
to get on U11	[tə ɡet ɒn]	einsteigen
to get out of U5	[tə ɡet aʊt ɒv]	verschwinden aus; hinauskommen aus
to get up U5	[tə ɡet ʌp]	aufstehen
ghost U11	[ɡəʊst]	Geist
giraffe U8	[dʒə'ra:f]	Giraffe
girl U1	[ɡɜ:l]	Mädchen
to give U5	[tə ɡɪv]	geben
to give up ASC10	[tə ɡɪv ʌp]	aufgeben
glasses U9	['glɑ:sɪz]	Brille
to go U2	[tə ɡəʊ]	gehen
to go on SS3	[tə ɡəʊ ɒn]	weitermachen; weitergehen
to go out U6	[tə ɡəʊ aʊt]	ausgehen
to go to bed U3	[tə ɡəʊ tə bed]	ins Bett gehen
to go to school U5	[tə ɡəʊ tə sku:l]	zur Schule gehen
to go to the gym U5	[tə ɡəʊ tu: ðə ɟɪm]	ins Fitnessstudio gehen
goal U11	[ɡəʊl]	Tor
good U2	[ɡʊd]	gut
Good afternoon! ASC5	[ɡʊd 'ɑ:ftə'n]	Guten Nachmittag!
Good idea! U6	[ɡʊd aɪə]	Gute Idee!
Good morning! U10	[ɡʊd 'mɔ:ɪŋ]	Guten Morgen!
grammar U1	[ɡræmə]	Grammatik
grandma U7	[ɡræn'mɑ:]	Großmutter, Oma
grandpa U7	[ɡræn'pɑ:]	Großvater, Opa, Opi
grass SS5	[ɡrɑ:s]	Gras
great U1	[ɡreɪt]	großartig, wunderbar
Great Britain U10	[ɡreɪt brɪ'teɪn]	Großbritannien
green U1	[ɡri:n]	grün
to greet U1	[tə ɡri:t]	(be-)grüßen
greeting U1	[ɡri:tɪŋ]	Gruß
grey U7	[ɡreɪ]	grau
group U1	[ɡru:p]	Gruppe
to grow U8	[tə ɡrəʊ]	wachsen
to guess U2	[tə ɡes]	(er-)raten
guinea pig U5	[ɡni:pɪɡ]	Meerschweinchen
guitar U8	[ɡɪ'tɑ:]	Gitarre
gym U5	[ɟɪm]	Fitnessstudio

H

hair U7	[heə]	Haare
half (pl halves) U4	[ha:f, ha:vz]	Hälfte
half past (three) U12	[ha:f pa:st (θri:)]	halb (vier)
hall U3	[hɔ:l]	Flur; Vorraum
ham U6	[hæm]	Schinken
hamster U4	[hæmstə]	Hamster
hand U8	[hænd]	Hand
Hands up! ASC11	[hændz ʌp]	Hände hoch!
to hang out U12	[tə hæŋ aʊt]	abhängen
to happen U4	[tə hæpən]	geschehen, passieren
happy U1	[hæpi]	glücklich; fröhlich; zufrieden
Happy birthday to you! U12	['hæpi 'bɜ:θdeɪ tu: ju:]	Alles Gute zum Geburtstag!
hard ASC9	[hɑ:d]	schwierig; schwer, hart
hard work U10	[hɑ:d wɜ:k]	harte Arbeit
hat U7	[hæt]	Hut
to hate U1	[tə heɪt]	hassen, nicht ausstehen können
have U2	[tə hæv]	haben
have breakfast U5	[tə hæv 'brekfəst]	frühstücken
have dinner U5	[tə hæv 'dɪnə]	zu Abend essen
to have fun U1	[tə hæv fʌn]	Spaß haben
to have (not) got U1	[tə hæv (nɒt) ɡɒt]	(nicht) haben, (nicht) besitzen
head U4	[hi:d]	Kopf
healthy U6	[helθi]	gesund
hear U8	[tə hɪə]	hören
heart U7	[hɑ:t]	Herz
heavy U8	['hevi]	schwer
hello ASC1	[he'ləʊ]	Hallo
Help! ASC4	[help]	Hilfe!
to help U3	[tə help]	helfen
he U1	[hi]	sie, ihr
herd U7	[hɜ:d]	Herde
here U1	[hɪə]	hier, her
hero (pl heroes) U10	['hɪərəʊ, 'hɪərəʊz]	Held
to hide SS6	[tə haɪd]	verstecken
high U7	[haɪ]	hoch
him U10	[hɪm]	ihm, ihn
his U4	[hɪz]	sein/seine
hole U9	[həʊl]	Loch
holiday U11	[hɒlədeɪ]	Urlaub, Ferien
home U5	[həʊm]	zu/nach Hause; Zuhause
homework U1	[həʊmwɜ:k]	Hausaufgaben
hoodie U9	[hudi]	Kapuzenpullover
Hooray! U6	[hə'reɪ]	Hurra!
to hope U10	[tə həʊp]	hoffen
horse U5	[hɔ:s]	Pferd
horse riding lesson U10	[hɔ:s 'raɪdɪŋ 'lesn]	Reitstunde
hot U3	[hɒt]	heiß
hot U6	[hɒt]	scharf
hotel U7	[həʊ'tel]	Hotel
hour U5	[aʊə]	Stunde
house U7	[haʊs]	Haus
how U1	[haʊ]	wie

How are you? U1	[haʊ a: ju:]	Wie geht es dir/ Ihnen?
How dare you! SS6	[haʊ deə ju:]	Wie kannst du es wagen!
how many U2	[haʊ 'meni]	wie viele
How much is/are ...? U4	[haʊ mʌtʃ ɪz/a:]	Wie viel kostet/ kosten ...?
How old are you? ASC1	[haʊ əʊld a: ju:]	Wie alt bist du?
How strange! SS1	[haʊ streɪndʒ]	Wie merkwürdig!
How stupid of me! U12	[haʊ 'stju:pid əv mi:]	Wie dumm von mir!
how to U1	[haʊ tu:]	wie man
human SS4	['hju:mən]	Mensch
hungry U3	[hʌŋɡri]	hungrig
hunter SS4	['hʌntə]	Jäger/Jägerin
to hurry up U5	[tə hʌri ʌp]	sich beeilen
to hurt U8	[tə hɜ:t]	wehtun, schmerzen

I

I U1	[aɪ]	ich
I don't know. ASC8	[aɪ dəʊnt nəʊ]	Ich weiß es nicht.
I see. ASC2	[aɪ si:]	Ich verstehe.
ice cream U5	[aɪs kri:m]	Eiscreme
idea U1	[aɪ'diə]	Idee, Einfall
if ASC12	[ɪf]	ob, wenn, falls
I'm (I am) ASC1	[aɪm, aɪ æm]	Ich bin; Ich heiße
I'm fine. ASC1	[aɪm faɪn]	Es geht mir gut.
I'm from ... U10	[aɪm frɒm]	Ich komme aus ...
I'm not sure. U10	[aɪm nɒt ʃʊə]	Ich bin mir nicht sicher.
I'm OK. U1	[aɪm 'əʊkeɪ]	Mir geht es gut
I'm sorry. ASC2	[aɪm 'sɒri]	Tut mir leid.
imaginary U4	[ɪ'mædʒɪnəri]	erfunden
to imagine U6	[tə ɪ'mædʒɪn]	sich etw. vorstellen
important U5	[ɪm'pɔ:tnt]	wichtig
in U1	[ɪn]	in
in front of U4	[ɪn frʌnt əv]	vor
in pairs U1	[ɪn peəz]	paarweise
in the morning U6	[ɪn ðə 'mɔ:niŋ]	morgens
information U5	[ɪnfə'meɪʃn]	Information
injury U8	[ɪndʒəri]	Verletzung
insect U8	[ɪnsekt]	Insekt
instruction U1	[ɪn'strʌkʃən]	Anweisung
to play an instrument U11	[tə pleɪ ən ɪn'strʌmənt]	ein Instrument spielen
to be interested in U1	[tə bi: ɪn'terɪstɪd ɪn]	interessiert sein an
interesting ASC10	[ɪn'terɪstɪŋ]	interessant
international U10	[ɪn'tə'næʃənəl]	international
interview U5	[ɪn'təvju:]	Interview
into U1	[ɪn'tu:]	in (... hinein)
invitation U1	[ɪnvə'teɪʃən]	Einladung
to invite U1	[tə ɪnvaɪt]	einladen
it U1	[ɪt]	es
it's (it is) U1	[ɪt ɪz]	es ist
Italy U10	[ɪtəli]	Italien
its U7	[ɪts]	sein/seine; ihr/ihre

J

jacket U9	[dʒækɪt]	Jacke
jam U6	[dʒæm]	Marmelade

January U12	['dʒænjuəri]	Jänner
Japan U2	[dʒə'pæn]	Japan
jeans U9	[dʒi:nz]	Jeans
juice U6	[dʒu:s]	Saft
July U12	[dʒu'laɪ]	Juli
to jumble U2	[tə 'dʒʌmbl]	durcheinanderbringen
to jump U3	[tə dʒʌmp]	springen, hüpfen
jumper U9	[dʒʌmpə]	Pullover
June U11	[dʒu:n]	Juni
just U1	[dʒʌst]	gerade; einfach
Just a minute. SS5	[dʒʌst ə mɪnɪt]	Einen Augenblick bitte; Moment mal.

K

ketchup U6	[kætʃəp]	Ketchup
to kick U3	[kɪk]	treten
kid U3	[kɪd]	Kind
kilt U9	[kɪlt]	Kilt, Schottenrock
kind of U1	[kaɪnd əv]	Art von
kitchen U3	[kɪtʃɪn]	Küche
knee U3	[ni:]	Knie
to know U1	[tə nəʊ]	wissen; kennen

L

land U11	[lənd]	See
land U2	[lənd]	Land
landlady U11	['lænd,leɪdi]	Vermieterin; Hausherrin
language U1	[læŋɡwɪdʒ]	Sprache
large U8	[lɑ:dʒ]	groß, reichlich
last U10	[lɑ:st]	letzter/letzte/letztes
last time on SS	[lɑ:st taɪm ɒn]	Das letzte Mal bei
late U1	[leɪt]	(zu) spät
later U5	[leɪtə]	später
to laugh U1	[tə lɑ:f]	lachen
to lead U7	[tə li:d]	führen
leader U7	[li:də]	Leiter/Leiterin, Anführer/Anführerin
leaflet U9	['li:flet]	Broschüre, Flugblatt
league U10	[li:g]	Verband, Liga
to learn U3	[tə lɜ:n]	lernen
to leave U5	[tə li:v]	verlassen, weggehen
left U8	[left]	linker/linke/linkes; links
leg U8	[leg]	Bein
lesson U2	['lesən]	(Unterrichts-)Stunde
Let go! U4	[let gəʊ]	Lass(t) los!
Let me out! SS3	[let mi: aʊt]	Lass(t) mich raus!
Let me see. ASC2	[let mi si:]	Zeig mal her.
Let's ... U1	[lets]	Lass(t) uns
Let's get out of here! SS4	[lets get aʊt əv hɪə]	Lass(t) uns hier verschwinden!
Let's go! U7	[lets gəʊ]	Los! Gehen wir!
letter U2	[letə]	Buchstabe
life (pl lives) U5	[laɪf, laɪvz]	Leben
light U6	[laɪt]	hier: hell
like U1	[laɪk]	so wie ...; ähnlich ...
to like U2	[tə laɪk]	mögen
line U1	[laɪn]	Linie

list U5	[lɪst]	Liste
to listen to U1	[tə 'lɪsn tu:]	zuhören
little U7	[lɪtl]	klein
to live U7	[tə lɪv]	leben
living room U3	[lɪvɪŋ ru:m]	Wohnzimmer
to lock SS6	[tə lɒk]	abschließen, sperren
long ASC4	[lɒŋ]	lang
to look ASC1	[tə lʊk]	schauen, sehen
to look at U1	[tə lʊk ət]	betrachten, ansehen
lots of U5	[lɒts ɒv]	viel, eine Menge
to love U2	[tə lʌv]	lieben, mögen
lovely SS2	['lʌvli]	schön, lieblich
luck U6	[lʌk]	Glück
lucky U6	['lʌki]	glückbringend
lunch U6	[lʌntʃ]	Mittagessen
lunchbox U6	['lʌntʃbɒks]	Jausenbox
lunchtime U12	[lʌntʃ taɪm]	Mittagspause

M

machine U11	[məʃi:n]	Maschine
magazine U7	[mægə'zi:n]	Zeitschrift, Magazin
magic SS4	[mædʒɪk]	magisch, verwunschen
to make U1	[tə meɪk]	machen
male U7	[meɪl]	männlich
man (pl men) U5	[mæn, men]	Mann
to manage U3	[tə 'mænɪdʒ]	kontrollieren
many U2	[meni]	viele
map SS1	[mæp]	Karte
marathon U10	['mærəθən]	Marathon
March U12	[mɑ:tʃ]	März
market U9	[mɑ:kɪt]	Markt
match U10	[mætʃ]	Match, Spiel
to match U1	[tə mætʃ]	zusammenbringen
maths U2	[mæθs]	Mathe
May U12	[meɪ]	Mai
maybe U7	[meɪbi]	vielleicht
me U1	[mi:]	ich
Me too. U1	[mi: 'tu:]	Ich auch
meal U6	[mi:l]	Mahlzeit, Essen
to mean U11	[tə mi:n]	bedeuten, meinen
meat G	[mi:t]	Fleisch
to meet U1	[mi:t]	(sich) treffen, kennenlernen
menu U6	[ˈmenju:]	Menü, Speisekarte
metre U8	[ˈmi:tə]	Meter
midnight U12	[mɪdˈnaɪt]	Mitternacht
milk U6	[mɜ:lk]	Milch
million U11	[ˈmɪljən]	Million
to mime U11	[maɪm]	mimen
minute U4	[ˈmɪnɪt]	Minute
to miss U1	[tə mɪs]	verpassen, verfehlen
Miss U2	[mɪs]	Frau (Anrede)
missing U1	[ˈmɪsɪŋ]	fehlend; verschwunden
mistake U5	[mɪ'steɪk]	Fehler
Monday U5	[ˈmʌndeɪ]	Montag
money U4	[ˈmʌni]	Geld

month U12	[mʌnθ]	Monat
moon U11	[mu:n]	Mond
more U1	[mɔ:r]	mehr
morning U5	[mɔ:nɪŋ]	Morgen
mosquito (pl mosquitoes) U11	[ˈmɒski:təʊ, mæskɪtəʊ]	(Stech-)Mücke
most U8	[məʊst]	am meisten; die meisten
mother U7	[ˈmʌðə]	Mutter
mountain U10	[maʊntɪn]	Berg
mountain biker U10	[ˈmaʊntɪn baɪkə]	Mountainbiker
mouse (pl mice) U11	[maʊs, maɪs]	Maus
mouth U11	[maʊθ]	Mund
to move U1	[tə mu:v]	(sich) bewegen
movement U8	[ˈmu:vmənt]	Bewegung
Mr U2	[mɪstə]	Herr (Anrede)
much U4	[mʌʃ]	viel; sehr
muesli U11	[ˈmju:zli]	Müsli
mum U11	[mʌm]	Mama, Mutti
music U11	[ˈmju:zɪk]	Musik
must SS3	[mʌst]	müssen
my U1	[maɪ]	mein/meine
my name is U1	[maɪ 'neɪmz]	Ich heiße ..., Mein Name ist ...
myself U1	[maɪ'self]	ich/mich selbst
Name U1	[neɪm]	Name
near U12	[nɪəli]	fast, beinahe
to need U2	[tə ni:d]	brauchen
negative U3	['negətɪv]	negativ
nervous U3	[nɜ:vəs]	nervös
never U3	[nevə]	nie(mals)
new U2	[nju:]	neu
New Zealand U10	[nju: 'zi:lənd]	Neuseeland
next to U4	[nekst tu:]	neben
nice U2	[naɪs]	schön, angenehm; nett
Nice to meet you! U2	[naɪs tu: mi:t ju]	Es freut mich, dich/ Sie kennen zu lernen!
night U5	[naɪt]	Nacht
nine U1	[naɪn]	neun
nineteen U1	[naɪn'ti:n]	neunzehn
ninety U9	[naɪntɪ]	neunzig
ninth U12	[naɪnθ]	neunter/neunte/ neuntes
no U1	[nəʊ]	nein; kein/keine
No problem.	[nəʊ prəble:m]	Kein Problem.
No way! ASC4	[nəʊ weɪ]	Auf keinen Fall!
nobody U12	['nəʊbədi]	niemand
none U6	[nʌn]	nichts; keine
normal U8	[nɔ:ml]	normal
north U11	[nɔ:θ]	Norden
nose U7	[nəʊz]	Nase
not U2	[nɒt]	nicht
not again U3	[nɒt ə'geɪn]	nicht schon wieder
not even U10	[nɒt i:vən]	nicht einmal
Not you as well! ASC8	[nɒt ju: əz wəl]	Nicht du auch noch!

nothing U11	[nʌθɪŋ]	nichts
November U12	[nəʊ'vembə]	November
now U1	[naʊ]	jetzt; sofort
Now you! ASC3	[naʊ ju:]	Jetzt du!
nowhere SS4	['naʊweə]	nirgends
number U1	[ˈnʌmbə]	Zahl; Ziffer, Nummer
nut SS2	[nʌt]	Nuss

O

(three) o'clock U12	[θri: ə'klɒk]	(drei) Uhr
object U6	['ɒbdʒɪk]	Objekt
object pronoun U6	['ɒbdʒɪkt 'prəʊnəʊn]	Objektpronomen
ocean U9	['əʊʃən]	Ozean
October U12	[ɒk'təʊbə]	Oktober
of U1	[ɒv]	von
of course U6	[ɒv kɔ:s]	natürlich, gewiss
offer U12	['ɒfə]	Angebot
often U5	['ɒfn]	oft, häufig
Oh, come on! SS5	[əʊ kʌm ɒn]	Ach, komm schon!
Oh dear! ASC3	[əʊ dɪə]	Oje!, Ach du liebe Zeit!
old ASC1	[əʊld]	alt
Olympics U10	[ə'lɪmpɪks]	Olympischen Spiele
on U1	[ɒn]	auf; weiter; hier: ein
on the way SS5	[ɒn ðə weɪ]	auf dem Weg
one U1	[wʌn]	eins
onion U6	['ʌnjən]	Zwiebel
only U1	[əʊnli]	nur
to open U8	[tə əʊpən]	öffnen
option U1	['ɒpʃən]	Option, Möglichkeit
or U1	[ɔ:r]	oder
orange U1	[ɒrɪndʒ]	orange
order U1	[ɔ:də]	Befehl, Bestellung
ordinal U12	['ɔ:dɪnəl]	Ordnung
to organise U12	[tə 'ɔ:gənaɪz]	organisieren, organisieren
other U2	[ʌðə]	anderer/andere/anderes
our U4	[aʊər]	unser/unsere/unsere
outside U3	[aʊt'saɪd]	draußen/außen
own U2	[əʊn]	eigen/eigene/eigenes

P

packed lunch U6	['pækt lʌntʃ]	Picknickpaket
packaging U9	['pækɪdʒɪŋ]	Verpackung
packet U6	['pæktɪt]	Paket
page U1	[peɪʒ]	Seite
to paint U8	[tə peɪnt]	malen, zeichnen
painting U1	['peɪntɪŋ]	Gemälde
paper U3	['peɪpə]	Papier
paradise U11	['pærədaɪs]	Paradis
parents U7	['peərənts]	Eltern
part U1	[pɑ:t]	Teil
partner U1	[pɑ:tənə]	Partner/Partnerin
party U11	[pɑ:ti]	Party, Feier
past U10	[pɑ:st]	Vergangenheit
pasta (no pl) U5	[pɑ:stə]	Nudeln, Teigwaren

PE (physical education) U2	[pi:ɪ:]	Sportunterricht; Turnen
pen U1	[pen]	Feder; Stift
pencil U1	[pensl]	Bleistift
pencil case U1	[pensl keɪs]	Federpenal
people (pl) U1	[pi:pl]	Leute, Menschen
perfect U6	[pɜ:fɪkt]	perfekt
perhaps U9	[pə'hæps]	vielleicht
person (pl people) U3	[pɜ:sn]	Person
pet U4	['pet]	Haustier
p.m. U12	[pɛm]	Nachmittags
phone U5	[fəʊn]	Handy
to phone U5	[tə fəʊn]	anrufen
photo U1	['fəʊtəʊ]	Foto
photo story U1	['fəʊtəʊ 'stɔ:ri]	Bildgeschichte
phrase U2	['frez]	Phrase; Satz
piano U8	['piænəʊ]	Klavier
to pick U4	[tə pɪk]	wählen
to pick up U4	[tə pɪk ʌp]	aufheben, aufsammeln
picture U1	['pɪktʃə]	Bild
pie U6	['pi:]	Stück
piece of paper U6	['pi:s ɒv 'peɪpə]	ein Stück Papier
pineapple U6	['paɪnæpəl]	Ananas
place U4	['pleɪs]	Platz
plan U5	['plæn]	Plan
planet U9	['plænɪt]	Planet
plastic U2	['plæstɪk]	Plastik
to play U2	[tə pleɪ]	spielen
player U10	['pleɪə]	Spieler/Spielerin
please U3	['pli:z]	bitte
point at U5	[tə pɔɪnt æt]	zeigen (auf)
police (no pl) SS5	[pə'li:s]	Polizei
pond ASC3	['pɒnd]	Teich, Tümpel
pool SS5	['pu:l]	Teich, Becken
pool of water SS3	['pu:l ɒv 'wɔ:tə]	Wasserteich, Wasserbecken
Poor me! U5	[pʊə mi:]	Ich Ärmste/r!
Poor you! ASC3	[pʊə ju:]	Du Arme/r!
to pop U3	[tə pɒp]	aufplatzen, knallen
pork U6	['pɔ:k]	Schweinefleisch
portal SS4	['pɔ:təl]	Portal, Pforte
positive U3	['pɒzətɪv]	positiv
possessive U7	['pə'zesɪv]	besitzanzeigend
pound U4	['paʊnd]	Pfund
to practise U1	[tə præk'tɪs]	üben
preposition U4	['prepə'zɪʃn]	Präposition, Vorwort
preposition of place U4	['prepə'zɪʃn ɒv pleɪs]	Ortspräposition
present U6	['preznt]	Geschenk
pretty U7	['prɪti]	hübsch
price U9	['praɪs]	Preis
to print out U11	[tə prɪnt aʊt]	ausdrucken
prison SS5	['prɪzn]	Gefängnis
prize U10	['praɪz]	Preis, Auszeichnung
problem U2	['prɒbləm]	Problem
professional U10	['prə'feʃənəl]	Profi, Experte/Expertin
programme U12	['prəʊgrəm]	Programm, Sendung

project U1	['prɒdʒekt]	Projekt
projector ASC11	[prə'dʒektə]	Beamer, Projektor
to promise SS3	[tə prəmɪs]	versprechen
pronoun U2	[prəʊnaʊn]	Pronomen, Fürwort
pullover U3	['pʊl,əʊvə]	Pullover
to put U1	[tə put]	setzen, legen, stellen
to put on ASC9	[tə put ɒn]	anziehen; aufsetzen
to put up U11	[tə put ʌp]	aufhängen, aufstellen

Q

quarter U12	['kwɔ:tə]	Viertel
quarter past (three) U12	[ə 'kwɔ:tə pɑ:st (θri:)]	Viertel nach (drei)
quarter to (nine) U12	[ə 'kwɔ:tə tə (naɪn)]	Viertel vor (neun)
question U1	['kwɛstʃən]	Frage
quick U2	[kwɪk]	schnell
quietly ASC5	['kwaɪətli]	leise, ruhig
quite U10	[kwaɪt]	ziemlich

R

rabbit U4	[ræbɪt]	Kaninchen
race U10	[reɪs]	Rennen
to race down U10	[tə reɪs daʊn]	hinunterrasen
racer U10	[reɪsə]	Rennfahrer/ Rennfahrerin
racing U10	['reɪsɪŋ]	Rennen
to rap U1	[tə ræp]	rappen
rat SS1	[ræt]	Ratte
Rats! SS4	[ræts]	Mist!
to react U6	[tə ri'ækt]	reagieren
to read U1	[tə ri:d]	lesen
to read out U1	[tə ri:d aʊt]	vorlesen
ready ASC9	['redi]	bereit
real U10	[ri:əl]	eigentlich, real
really U4	[ri:əli]	wirklich
to recharge U3	[tə ri:'tʃɑ:dʒ]	wiederaufladen (Akku)
rechargeable U9	[ri:'tʃɑ:dʒəbəl]	wiederaufladbar
record U8	[rekɔ:d]	Aufzeichnung
record holder U10	[rekɔ:d haʊldə]	Rekordhalter/ Rekordhalterin
to recycle U9	[tə ri:'saɪkl]	recyceln
red U1	[red]	rot
relative U10	['rɪlətɪv]	Verwandter/ Verwandte
to remember U1	[tə rɪ'membə]	sich erinnern (an)
to repeat U1	[ri'pi:t]	wiederholen
restaurant U6	['restrɒnt]	Restaurant
revision U1	[rɪ'vɪʒən]	Wiederholung
rice SS4	['raɪs]	Reis
to ride U1	[raɪd]	reiten; fahren
to ride a bike U1	[tə raɪd ə baɪk]	radfahren
right U1	[raɪt]	richtig, korrekt
right now U4	[raɪt naʊ]	gerade jetzt
to rip up U3	[tə rɪp ʌp]	zerreißen
river U9	['rɪvə]	Fluss
room U3	[ru:m]	Raum
routine U5	[ru:'ti:n]	Routine
rubber U1	[rʌbə]	Radiergummi

ruler U1	[ru:lə]	Lineal
to run U5	[tə rʌn]	laufen, rennen
runner U10	[rʌnə]	Läufer/Läuferin

S

sad U3	[sæd]	traurig
safe SS3	[seɪf]	sicher
salad U6	['sæləd]	Salatteller
sale U9	[seɪl]	Verkauf
the same U5	[ðə seɪm]	derselbe/dieselbe/ dasselbe
sandwich U3	['sænwɪtʃ]	Sandwich, belegtes Brot
Saturday ASC2	['sætədi]	Samstag
sauce U6	[saʊs]	Soße
sausage U6	['sɔ:dʒ]	Wurst, Würstel
to say U1	[seɪ]	sagen
scared U1	[skeəd]	ängstlich, verängstigt
scary U1	['skeəri]	gruselig, furchterregend
school U1	[sku:l]	Schule
school bag U1	[sku:l bæɡ]	Schultasche
school dance U1	[sku:l da:ns]	Schultanz, Schulball
school subject U2	[sku:l 'sʌbdʒɪkt]	Schulfach
school things U1	[sku:l θɪŋz]	Schulsachen
to score U11	[tə skɔ:]	treffen; schießen
screen U3	['skri:n]	Bildschirm
second U9	['sekənd]	Sekunde
second U10	[sekənd]	zweiter/zweite/ zweites
secret SS1	['si:krət]	geheim
to see U2	[tə si:]	sehen
seller U9	['selə]	Verkäufer/ Verkäuferin
sentence U1	[sentəns]	Satz
separate U6	[sepəreɪt]	getrennt, separat
September U12	[sep'tembə]	September
seven U1	[sevn]	sieben
seventeen U1	[sevn'ti:n]	siebzehn
seventh U12	['sevənθ]	siebter/siebte/ siebtes
seventy U9	['sevntɪ]	siebzig
to shake U8	[tə ʃeɪk]	schütteln
to share U3	[tə ʃeə]	teilen
she ASC2	[ʃi]	sie
sheep (pl sheep) U5	['ʃi:p]	Schaf
shirt U9	['ʃɜ:t]	Hemd
shoe (pl shoes) U7	['ʃu:, 'ʃu:z]	Schuh
shop U9	['ʃɒp]	Geschäft, Laden
to shop U9	[tə ʃɒp]	einkaufen
short U1	[ʃɔ:t]	klein; kurz
should U9	[ʃʊd]	sollte/n, solltest
to shout U3	[tə ʃaʊt]	schreien, rufen
show U11	[ʃəʊ]	Sendung, Show
to show U8	[tə ʃəʊ]	zeigen
to sign U12	[tə saɪn]	unterschreiben
simple U1	['sɪmpəl]	einfach
to sing U1	[tə sɪŋ]	singen

singer U8	[ˈsɪŋə]	Sänger/Sängerin
sir ASC4	[sɜː]	Herr (Anrede)
sister U4	[ˈsɪstə]	Schwester
to sit ASC5	[tə sɪt]	sitzen
to sit down ASC5	[tə sɪt daʊn]	sich (hin-)setzen
six U1	[sɪks]	sechs
sixteen U1	[sɪksˈtiːn]	sechzehn
sixth U12	[sɪksθ]	sechster/sechste/ sechstes
sixty U9	[sɪksti]	sechzig
size U7	[saɪz]	Größe
to skate U2	[tə sket]	Eislaufen
sketch U2	[sketʃ]	Sketch
to ski U8	[tə skiː]	Ski fahren
skill U1	[skɪl]	Fähigkeit
skirt U9	[skɜːt]	Rock
sky U7	[skaɪ]	Himmel
to sleep U5	[tə sliːp]	schlafen
small U4	[smɔːl]	klein
smart U7	[smɑːt]	klug, intelligent
to smell SS2	[tə smel]	riechen; hier: stinken
smelly SS5	[ˈsmeli]	stinkend, übelriechend, muffig
smile U11	[smaɪl]	Lächeln
to smile U12	[tə smaɪl]	lächeln
snack U5	[snæk]	Snack, Imbiss
snake U4	[fneɪk]	Schlange
so U2	[səʊ]	so (sehr)
sock U9	[sɒk]	Socke
sofa U4	[səʊfə]	Sofa
some U5	[sʌm]	einige, ein pa...
someone U3	[sʌmwʌn]	jemand
something U3	[sʌmθɪŋ]	etwas
sometimes U5	[sʌmtaɪmz]	manchmal
song U1	[sɒŋ]	Lied
soon U3	[suːn]	früher, bald
sorry ASC2	[sɒri]	enttäuscht, entsetzt, erzeihend, entschuldigend
sour U6	[saʊə]	sauer
south U11	[saʊθ]	Süden
South Africa U10	[saʊθ ˈæfrɪkə]	Südafrika
Spain U10	[speɪn]	Spanien
to speak U1	[tə spiːk]	sprechen
speed U10	[spiːd]	Geschwindigkeit
to spell U2	[tə spel]	hinstabieren
to spend U4	[tə spend]	(Geld) ausgeben
spider U8	[ˈspaɪdə]	Spinne
to spin U10	[tə spin]	drehen
sports U7	[spɔːts]	Sport
sporty U1	[ˈspɔːti]	sportlich
to spray U12	[tə spreɪ]	spritzen, sprühen
spring SS1	[sprɪŋ]	Brunnen, Quelle
squirrel SS2	[ˈskwɪr-əl]	Eichhörnchen
stadium U12	[ˈstɛrdɪəm]	Stadium
to stand U9	[tə stænd]	stehen
star U10	[stɑː]	Star
to start U5	[tə stɑːt]	beginnen, starten
to stay U11	[tə steɪ]	bleiben

steak U5	[steɪk]	Steak
step U1	[step]	Schritt
still ASC8	[stɪl]	trotzdem; noch
stop U11	[stɒp]	Haltestelle
to stop U1	[tə stɒp]	stoppen, aufhören
storm SS1	[stɔːm]	Sturm
story U1	[ˈstɔːri]	Geschichte
strange U5	[streɪŋ]	komisch, eigenartig
strawberry SS2	[ˈstrɔːberi]	Erdbeere
street U10	[striːt]	Straße
stress U3	[stres]	Betonung
to be stressed U11	[tə biː ˈstrest]	gestresst sein
stressful U1	[ˈstresf]	stressig
strong U10	[strɒŋ]	stark
student U2	[ˈstjuːdnt]	Schüler/Schülerin; Student/Studentin
to study AS	[tə stuːdi]	studieren, lernen
stuff U9	[stʌf]	Zeug, Kram, Sachen
stunning U1	[ˈstʌnɪŋ]	erstaunlich
stupid U12	[ˈstjuːpɪd]	dumm
style U9	[stɑɪl]	Stil
subject U2	[ˈsʌbdʒɪkt]	Schulfach; Subjekt
subject U2	[ˈsʌbdʒɪkt]	Subjektpronomen
to suddenly U7	[tə ˈsʌdn.li]	plötzlich
summer U11	[ˈsʌm.ə]	Sommer
sun U5	[sʌn]	Sonne
to stay U11	[tə steɪ]	bleiben
Sunday U5	[ˈsʌndeɪ]	Sonntag
superhero ASC11	[ˈsuːpəˌhɪərəʊ]	Superheld
superstar U11	[ˈsuːpəˌstɑː]	Superstar
sure U6	[ʃʊə]	sicher
surprise ASC2	[səˈpraɪz]	Überraschung
sweet U6	[swiːt]	süß
sweet and sour U6	[swiːt ænd ˈsaʊə]	süß-sauer
to swim U5	[tə swim]	schwimmen
T		
table U1	[teɪbl]	Tisch
table U5	[ˈteɪbl]	Tabelle
table tennis U5	[ˈteɪbl ˌtenɪs]	Tischtennis
to take U5	[tə teɪk]	(mit-)nehmen, bringen
to take photos U11	[tə teɪk ˈfəʊtəʊz]	Fotos machen
takeaway U6	[ˈteɪkəweɪ]	Essen zum Mitnehmen
to talk U1	[tə ˈtɔːk]	sprechen, sich unterhalten
to talk about U2	[tə ˈtɔːk əˈbaʊt]	sprechen über
tall U7	[tɔːl]	groß; hoch
task U2	[tɑːsk]	Aufgabe, Übung
tea U6	[tiː]	Tee
teacher ASC2	[ˈtiːtʃə]	Lehrer/Lehrerin
team U10	[tiːm]	Mannschaft, Team
to tell U1	[tə tel]	erzählen
ten U1	[ten]	zehn
tennis U5	[tenɪs]	Tennis
tennis player U10	[tenɪs ˈpleɪə]	Tennisspieler/ Tennisspielerin

tennis pro U10	[ˈtɛnɪs prəʊ]	Tennisprofi
tenth U12	[tɛnθ]	zehnter/zehnte/ zehntes
terrible U8	[ˈtɛrəbl̩]	schrecklich, scheußlich
test U3	[tɛst]	Test
to test U3	[tə tɛst]	testen
text U2	[tɛkst]	Text
thanks ASC1	[θæŋks]	danke, dankeschön
Thank you. ASC2	[θæŋk ju:]	Danke., Dankeschön.
that U1	[ðæt]	das; der/die/das
That doesn't matter. U11	[ðæt dʌznt mətə]	Es macht nichts., Das ist nicht wichtig.
That's it? U1	[ðæts ɪt]	Ist das alles?
That was close! SS6	[ðæt wəz kləʊz]	Das war knapp!
the U1	[ðə]	der/die/das
their U2	[ðeə]	ihr; deren
them U2	[ðəm]	sie
then U1	[ðen]	dann, danach
there U2	[ðeə]	da, dort
there is/are U1	[ðeə ɪz/ɑ:]	es gibt, da ist/sind
these U2	[ði:z]	diese (dort)
they U1	[ðeɪ]	sie
thing U1	[θɪŋ]	Ding, Gegenstand
to think U2	[tə θɪŋk]	denken
to think of U3	[tə θɪŋk ɒv]	denken an
third U12	[θɜ:ð]	dritter/dritte/drittes
thirteen U1	[θɜ:ˈti:n]	dreizehn
thirteenth U12	[ˈθɜ:ˈti:nθ]	dreizehnter/ dreizehnte/ dreizehntes
thirtieth U12	[ˈθɜ:tiəθ]	dreißigster/ dreißigste/ dreißigtes
thirty U1	[ˈθɜ:ti]	dreißig
thirty-first U12	[ˈθɜ:ti-fɜ:st]	einunddrei- ßigster/ einunddrei- ßigste
this U2	[ðɪs]	dieser/diese/dieses
those U9	[ðəʊz]	diejenigen
three U1	[θri:]	drei
to throw SS6	[tə θrəʊ]	werfen
Thursday U5	[θɜ:zdeɪ]	Donnerstag
to tick U1	[tə tɪk]	abhaken
to tickle U11	[tə tɪkl̩]	zuzeln
till U12	[tɪl]	bis
time U2	[taɪm]	Zeit
Time's up! ASC9	[taɪm ɪz ʌp]	Die Zeit ist um!
tip U5	[tɪp]	Tipp, Hinweis
tired U3	[tɪəd]	müde
to U1	[tu:]	zu; bis; nach
toast U1	[təʊst]	Toast
today U1	[təˈdeɪ]	heute
toe U8	[təʊ]	Zehe
together U7	[təˈgeðə]	zusammen
toilet U3	[ˈtɔɪlɪt]	Toilette
tomato (pl tomatoes) U6	[təˈmɑ:təʊ]	Tomate
tomato sauce U6	[təˈmɑ:təʊ sɔ:s]	Tomatensoße

tomorrow ASC2	[təˈmɒrəʊ]	morgen
ton U8	[tʌn]	Tonne
tonight U12	[təˈnaɪt]	heute Abend; heute Nacht
too U1	[tu:]	auch; zu
tooth (pl teeth) U8	[tu:θ, ti:θ]	Zahn
torch SS1	[tɔ:ʃ]	Taschenlampe
to touch U8	[tə tʌtʃ]	berühren, anfassen
tour U10	[tuə]	Tour
tournament U11	[ˈtʊənmənt]	Wettbewerb
town U9	[taʊn]	Stadt
toy U9	[tɔɪ]	Spielzeug
to train U11	[tə treɪn]	trainieren
tram U11	[træm]	Straßenbahn
translation app U11	[ˌtrænsleɪʃən æp]	Übersetzungsapp
trap SS2	[træp]	Falle
tree U5	[tri:]	Baum
trick U11	[trɪk]	Trick, Kunststück
trip U2	[trɪp]	Ausflug, Reise
true U2	[tru:]	richtig; wahr
trunk U7	[trʌŋk]	Rüssel
try U11	[tə traɪ]	versuchen
try to U11	[traɪ ɪt]	Versuch(t) es!
Tuesday U5	[tju:zdeɪ]	Dienstag
Türkiye U11	[ˈtyrɪdʒi (tɜ:ki)]	Türkei
Turkish U8	[ˈtɜ:kiʃ]	Türkisch
turn U8	[tɜ:ɪn]	drehen
to turn on U11	[tə tɜ:n ɒn]	einschalten
to turn to U7	[tə tɜ:n tu:]	sich wenden an
TV (television) U8	[tiˈvi: (ˈtɛlɪvɪʒən)]	Fernseher; Fernsehen
twelfth U12	[twelfθ]	zwölfter/zwölfte/ zwölftes
twelve U11	[twelv]	zwölf
twenty U12	[ˈtwentɪəθ]	zwanzigster/ zwanzigste/ zwanzigstes
twenty U1	[ˈtwenti]	zwanzig
Wüsten U6	[ˈtwɪn]	Zwilling
two U1	[tu:]	zwei

U

under U4	[ʌndə]	unter
underground U11	[ʌn.dəˈgraʊnd]	U-Bahn
to underline U12	[tə ˈʌndəlaɪn]	unterstreichen
to understand U1	[tə ʌndəˈstænd]	verstehen
unhealthy U6	[ʌnˈhelθi]	ungesund
unit U1	[ju:nɪt]	Lektion; Einheit
United Kingdom (UK) U4	[juˈnaɪtɪd ˈkɪŋdəm]	Vereinigtes Königreich
unlucky U12	[ʌnˈlʌki]	erfolglos, Pech haben
to unscramble U2	[tə ʌnˈskræmbəl]	entwirren
until U7	[ənˈtɪl]	bis
up SS6	[ʌp]	hinauf; hier: auf
upstairs SS3	[ʌpˈsteəz]	oben; im Obergeschoss
us U4	[əs]	uns

USA (United States of America) U2	[ju:ˈes-er, juˈnɑ:tɪd]	Vereinigte Staaten
to use U1	[tə ju:z]	verwenden, benutzen
usually U7	[ju:ʒuəli]	gewöhnlich, normalerweise

V

vampire U11	[ˈvæmpaɪə]	Vampir/Vampirin
vegetable U9	[ˈvedʒtəbl]	Gemüse
verb U3	[vɜ:b]	Verb, Zeitwort
very U2	[veri]	sehr
Vienna U10	[viˈenə]	Wien
vocabulary U1	[vəˈkæbjələri]	Vokabeln, Wortschatz
voice U1	[vɔɪs]	Stimme
volleyball U1	[ˈvɒliˌbɔ:l]	Volleyball
vote ASC11	[vəʊt]	Abstimmung

W

to wait ASC2	[tə weɪt]	warten
Wait a minute. U5	[weɪt ə ˈmɪnɪt]	Warte(t) einen Moment.
waiter U6	[ˈweɪtə]	Kellner/Kellnerin
to walk U5	[tə wɔ:k]	(zu Fuß) gehen
to want U1	[tə wɒnt]	wollen; wünschen
warm SS5	[wɔ:m]	warm
waste U9	[weɪst]	Abfall, Müll
to watch U1	[tə wɒtʃ]	ansehen; zuschauen
water U2	[wɔ:tə]	Wasser
water bottle U2	[ˈwɔ:tə ˈbɒtl]	Wasserflasche
to wave U8	[tə weɪv]	winken
way U9	[weɪ]	Art, Weise
we U1	[wi]	wir
to wear ASC9	[tə weə]	tragen (Kleidung)
website U11	[ˈwebˌsaɪt]	Webseite
Wednesday U5	[ˈwenzdeɪ]	Mittwoch
week U5	[wi:k]	Woche
weekend U9	[wi:kˈend]	Wochenende
welcome U2	[ˈwelkəm]	Willkommen
well U1	[wel]	gut (ja), tiefer
Well done! SS3	[wel dʌn]	Gut gemacht!
wet ASC9	[wet]	Wetter, Wette
whale U8	[weɪl]	Wale
what U1	[wɒt]	was
What a mess! U12	[wɒt ə ˈmes]	Was ist für eine Unordnung!
What a pity! U12	[wɒt ə ˈpɪti]	Wie schade!
What else is there? U6	[wɒt ɛls ɪz ðeə]	Was gibt es da noch?, Was ist da noch?
What's the problem? U1	[wɒt ɪz ðə ˈprɒbləm]	Was ist das Problem?
What's your name? U1	[wɒt ɪz jɔ: neɪm?]	Wie heißt du?, Wie heißen Sie?
when U1	[wen]	wenn, als
where U2	[weə]	wo; wohin
Where are you from? ASC10	[weə ɑ: ju: frɒm]	Woher kommst du?, Woher kommen Sie?
which U10	[wɪtʃ]	welcher/welche/welches

to whip U10	[tə wɪp]	schlagen
white U1	[waɪt]	weiß
who ASC1	[hu:]	wer
Who's next? ASC3	[hu:z nekst]	Wer ist der/die nächste?
why U6	[waɪ]	warum
wild U7	[waɪld]	wild
will U12	[wɪl]	Wille
to win U10	[tə wɪn]	gewinnen
window U3	[ˈwɪndəʊ]	Fenster
winner ASC3	[ˈwɪnə]	Gewinner/Gewinnerin
with U1	[wɪð]	mit
wolf (pl wolves) SS5	[wʊlf, wɒlf]	Wolf
woman (pl women) U1	[ˈwʊmən, ˈwɪmɪn]	Frau
wonderful U5	[wʊndəfʊl]	wundervoll
wood U11	[wʊd]	Holz
word U1	[wɜ:d]	Wort
world SS2	[wɜ:ld]	Welt
world record U10	[ˈwɜ:ld rekɔ:d]	Weltrekord
world tour U10	[ˈwɜ:ld tuə]	Welttour
work U10	[wɜ:k]	Arbeit; Aufgabe
to work U10	[tə wɜ:k]	arbeiten
Wow! U1	[waʊ]	Wow! Toll!
to write U1	[tə raɪt]	schreiben
write down U3	[raɪt daʊn]	aufschreiben
wrong U3	[rɒŋ]	falsch; nicht in Ordnung
year U2	[jɪə]	Jahr(gang)
yellow U1	[jeləʊ]	gelb
yes U1	[jes]	ja
yesterday U11	[jesˈtædə]	gestern
yet U10	[jet]	bisher
you U1	[ju:]	du
young U5	[jʌŋ]	jung
you're U1	[jɔ:]	dein/deine
You're in! ASC3	[jɔ: tɜ:n]	Du bist dran!
You're welcome. U5	[jɔ: ˈwelkəm]	Nichts zu danken., Keine Ursache., Gern geschehen.
yourself U2	[jɔ:'self]	du/Sie/ihr selbst
youth magazine U7	[ju:θ ˈmæɡəˈzi:n]	Jugendmagazin
You've got to be kidding me! U9	[ju:v gɒt tə bi ˈkɪdɪŋ mi:]	Du machst wohl Witze!
Yuck! ASC6	[jʌk]	Igitt!, Pfui!
yummy U5	[jʌmi]	lecker

Z

zoo U4	[zu:]	Zoo
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